CORREIA, LODEMA NOLAND

STUDENT AFFAIRS GOALS VS. INSTITUTIONAL GOALS: A COMPARISON OF PERCEIVED SUBSYSTEM AND SYSTEM GOALS AT A LARGE STATE UNIVERSITY

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LODEMA CORREIA

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STUDENT AFFAIRS GOALS VS. INSTITUTIONAL GOALS:

A COMPARISON OF PERCEIVED SUBSYSTEM AND SYSTEM GOALS

AT A LARGE STATE UNIVERSITY

APPROVED:

Dr. Mary E. Dewey Mary Evelyn Dewey
Chairperson

Dr. Herbert Hengst

Dr. Avraham Scherman Avraham Scherman

Dr. Don Udell Don S Udell

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CHAPTER I

NATURE OF THE STUDY

Introduction

Higher education in this country has always existed in a tension among serving the needs of the individual, serving the needs of society, and preserving and advancing knowledge. In one century the view has moved from the aristocratic "those with the means can go," to the meritocratic "those with the ability can go," to the egalitarian "anyone can go." In each philosophical shift, this tension has interacted with complex social and economic forces--depression, war, baby boom, Sputnik, civil rights; but with the advent of "equal opportunity" the scope of higher education was enlarged to an extent which has even yet not been fully realized. On one dimension one might imagine educational goals on a continuum ranging from "Basic Skills" to

"Learned Research" and on another dimension the spiraling graph depicting the exponential growth of knowledge. Such a vast concept, left without some form of analysis, leads to conflicting views of where higher education is going, and indeed, where it should be going.

What is needed is a conceptual tool which will not sacrifice the global view of the "whole," but which at the same time will make possible a discernment of interrelated "parts." Systems philosophy provides such a tool. Ervin Laszlo, a pioneer in the development of the old-new philosophy, describes it as a synthesis between the scientific analysis of fact and the philosophical interpretation of phenomena. The combination, he believes, is superior to either method alone and lends itself to understanding relationships from a microscopic to a macroscopic level.

This view departs from the mechanistic concept of a system as a machine made up of cogs and wheels which work together for an efficient operation, for if one part breaks down, the machine stops. Systems philosophy, on the other hand, returns to Aristotle's "the whole is greater than the sum of its parts," a view which regards a system as a dynamic interaction among its parts which will, in case of a malfunction of one part, find a way to maintain the steady-state of the system. In contrast, an organization made up of parts without such interaction compares to a pile of

bricks. Some may be added or taken away, but the only change is the size of the "heap."

Systems philosophy provides the opportunity at last for educators to view their discipline as a system having characteristics isomorphic with all other fields of knowledge. The same principles followed by the atom as it moves into conjunction with other atoms, thus forming a more complex structure--the molecule--can be found in tracing patterns of learning, evaluation of institutions, the dynamics of curriculum, etc. Such a conceptual tool not only provides for the place of education within the realm of physical and social sciences, but also opens new avenues of inquiry into old problems.

Statement of the Problem

Laszlo designates certain universal invariances common to all natural systems. Of these, the holon-property (from the Greek holos--whole, with the suffix on suggesting a particle or a part) of systems offers an intriguing conceptual tool with which to examine Student Affairs, both as a subsystem of the institution and as a system in its own right. Such an analysis must inevitably deal with suboptimization, a term used in general systems theory to describe the potential behavior of a subsystem which has lost the two-dimensional view of the holon. This study will investigate

the possibility of suboptimization on the part of Student Affairs personnel at a large state university.

> . . . under what circumstances does the attainment of some kind of optimum in part of a system preclude the attainment of an optimum for the whole? . . . Many of the failures of organizations, for instance, are a result of suboptimization, which could almost be defined as finding the best way of doing something which should not be done at all, or more generally finding the best way of doing something particular without taking account of the costs which this solution imposes on other segments of the system.[1]

Two characteristics of suboptimization, then, emerge: deviation from organizational goals and the inordinate use of limited resources. Both run counter to the purposiveness and dynamic interaction characteristic of natural systems. Hierarchies emerge in natural systems because it is "simpler" for systems to cooperatively form higher systems than to evolve as more complex systems on their own.[2] Cooperation in this sense, then, depends upon goals to give purpose to activity. Departments or units within the organization which have sub-goals or targets are to be considered as "half-way stations on the road to overall organizational

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[1]Ervin Laszlo, The Relevance of General Systems Theory (Papers presented to Ludwig von Bertalanffy on his Seventieth Birthday) (New York: George Graziller, Inc., 1972), p. 84.

[2]Ervin Laszlo, Introduction to Systems Philosophy (San Francisco: Harper & Row, Publishers, 1972), p. 48.

goals."[1] A subsystem which does not adhere to the goals of the system is a holon "masquerading as a whole."[2]

It is this aspect of suboptimization of the holon which will be used as a theoretical base to investigate Student Affairs as a system and a subsystem.

Significance of the Study

The study is significant for the following reasons: (1) The theoretical base of systems philosophy is used to analyze and describe an organizational reality in a higher education setting, thus providing an example for future applications to systems and subsystems on different levels of analysis. (2) At the present time there is very little in the literature concerning institutional goals and Student Affairs, so the contribution of even one study will be significant. (3) The area of Student Affairs, in its struggle for survival, will benefit from a study which investigates the degree of integration which exists between Student Affairs and the rest of the institution. (4) New insights concerning identity may be gained by Student Affairs

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[1]Edward Gross and Paul Grambsch, Changes in University Organization 1964-1971, A Report Prepared for the Carnegie Commission on Higher Education (New York: McGraw-Hill Book Co., 1974), p. 12.

[2]Arthur Koestler and J. R. Smythies, ed., Beyond Reductionism: New Perspectives in the Life Sciences (Boston: Beacon Press, 1969), p. 209.

professionals, not because of one study at one university, but by the recognition and adoption of a "system's view" of the field. (5) It makes a significant contribution to the Student Affairs subsystem of the university where the study was done by describing the existing condition of institutional integration.

The brief history of student personnel reflects an identity crisis which has yet to be resolved. Social conditions took away the in loco parentis function, and an evolving professional stance has rejected the "services" approach. Currently the call is for "integration with faculty and administration" via student development goals. The identity struggle for Student Affairs is not that of the "rich college boy" who can go to Europe for a year to "find himself." It is rather the urgent task of the graduate who must resolve the uncertainties of direction and become a self-supporting member of society.

> The prolonged debate in the literature of student services regarding what needs to be done in order to achieve professional goals and viability in the educational arena must enter a new phase . . . One may hope that those student services operations which have demonstrated their effectiveness through programs visibly related to institutional goals will survive the present crises and serve as procreators of a future genotype of the field.[1]

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[1]Mary E. Dewey, "Student Services for Significant Survival," Strategies for Significant Survival, Clifford Stewart and Thomas Harvey, ed. (San Francisco: Jossey-Bass, Winter 1975), p. 77.

Although the student personnel profession has deviated somewhat in the thrust of its functions, there has remained one constant--the student personnel point of view--which claims that at least one segment of the college personnel sees the "whole" student. While one cannot question the value of such an intent (most professionals admit the doubtfulness of its attainment), one might question the effect of a preoccupation with the "individual student" on the perception of institutional goals that would be needed to bring about true integration with the rest of the institution.

The identity crisis and the struggle for survival in the face of retrenchment, then, are different views of the same problem--the viability of a subsystem-system relationship.

If "natural systems" exhibit purposiveness and dynamic interaction of parts, it would appear that such a condition would be the most efficient and productive one for any system. Such a condition would depend upon the degree to which each "part" was able to relate its own goals to the overall goals of the suprasystem. For Student Affairs personnel, it means using the holistic approach not only in viewing students, but in considering the institution. Such a consideration will undoubtedly present questions of value--are the institution's goals "right" or "wrong"?

Such a question is beside the point in the present argument. Rhetorically, they may be challenged. Idealistically, they may be altered over a period of time. Realistically, they must be dealt with as they are.

The significance of this study lies in the credence given to this idea.

CHAPTER II

REVIEW OF THE LITERATURE

The literature review for this study covers two main areas: Laszlo's theories of systems philosophy and studies relating to institutional goal measurement. The first part presents the historical background of Laszlo's philosophy, which includes a brief explanation of general systems theory and explains the system invariances as presented by Laszlo. The last part surveys the most well known theorists in the field of institutional goal measurement and cites research which relates to the problem of this study.

Systems Philosophy

Historical Background of General Systems Theory

As we approach the end of the twentieth century and look into a future which will conceivably include interplanetary travel and communication, it appears that we have travelled full-circle from ancient philosophy to modern science, and back again to the dawn of philosophy when man first sensed order in the universe. It is not to reject the

classical paradigm of science that we return, however, but to reconcile the holistic view of the ancients and the empirical, scientific method of the moderns. Considered alone, neither the metaphysical view of Aristotle nor the explanation of phenomena in terms of isolable events, it would appear, is adequate to explain the universe.

When the descriptive-metaphysical view of the world was replaced by the mathematical positivistic or Galilean view in the sixteenth-seventeenth centuries, holistic concepts gave way to consideration of "parts" isolated and reduced for analysis.[1]

> This method worked admirably well insofar as observed events were apt to be split into isolable causal chains, that is, relations between two or a few variables. It was at the root of the enormous success of physics and the consequent technology. But questions of many-variable problems always remained. This was the case even in the three-body problem of mechanics; the situation was aggravated when the organization of the living organism or even of the atom, beyond the simplest proton-electron system of hydrogen was concerned.[2]

Two principle ideas were advanced in order to deal with the problem of order and organization--the comparison with man-made machines and order as the product of chance.[3] Although both ideas enjoyed success as explanations of order,

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[1]Ludwig von Bertalanffy, "The History and Status of General Systems Theory," Trends in General Systems Theory (New York: Wiley-Interscience, 1972), p. 23.

[2]Ibid. [3]Ibid.

neither could provide an answer as to the nature of the seemingly supernatural "something" alluded to by the ancient philosophers.

Early in the twentieth century there was an expressed need for a method to understand the missing "factor" which would explain relationships and goal-directedness of organisms. These problems were being felt in other fields as well as biology. Psychologists and sociologists were also finding the examination of minute parts unsatisfactory as a method of studying behavior.

In the 1920's von Bertalanffy began his investigations into the coordination of parts and processes of biological systems which he termed "organismic biology" and, as an explanation, added "the system theory of organisms." The answer to the dilemma, he related, "has a simple and even trivial answer--trivial, that is in principle, but posing innumerable problems in its elaboration."[1]

> The properties and modes of action of higher levels are not explicable by the summation of the properties and modes of action of their components taken in isolation. If, however, we know the ensemble of the components and the relations existing between them, then the higher levels are derivable from the components.[2]

The notion of a general systems theory was formulated by von Bertalanffy in the 1930's and appeared in various

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[1] Ibid., p. 25. [2] Ibid.

publications after World War II. "General Systems Theory is a logico-mathematical field whose task is the formulation and derivation of those general principles that are applicable to 'systems' in general."[1]

It was necessary to develop a mathematics in which the notion of relations rather than quantity is fundamental before the one-way causality paradigm of classical science could give way to the notion of systemic wholeness. It had been the lack of such mathematics, explained von Bertalanffy, that had restricted the ancient idea of "wholeness" to the philosophical realm. His adoption of the theory of open-systems--systems exchanging matter with their environments--proved to be correct. What he felt intuitively as a biologist has since become widely applied in physical chemistry, biophysics, pharmaco-dynamics, etc.[2]

A number of researchers working in other fields arrived at conclusions similar to those of von Bertalanffy. As a result, the Society for the Advancement of General Systems Theory was established which later became the Society for General Systems Research. Major functions of the organization are to: (1) investigate the isomorphy of concepts, laws and models in various fields; (2) encourage the development of adequate theoretical models in the fields

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[1]Ibid., p. 26. [2]Ibid., p. 27.

which lack them; (3) minimize the duplication of theoretical effort in different fields; (4) promote the unity of science through improving communication among specialists.[1]

Concurrent with the development of a General Systems Theory in the field of science, especially biology, was the development of the Cybernetic movement in the field of technology. In the development of self-directing missiles, automation, and computer technology, dynamic interaction among parts has been interpreted in the form of feedback circuits. Although General Systems Theory and the Cybernetic movement came from different points and different models, they share many commonalities in theory.[2]

Out of the general systems theory based largely on von Bertalanffy's work have come three major "approaches" to systems: (1) systems science and mathematical systems theory (2) systems technology, including both hardware and software (3) systems philosophy.

Systems philosophy as defined by Laszlo. Systems philosophy seeks to use the concepts developed in systems theory to give new substance to the discussion of philosophical issues. Ervin Laszlo, who has written the first comprehensive treatise on systems philosophy, acknowledges the risk in such an endeavor, but is persistent in his call

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[1]Ibid., p. 28. [2]Ibid.

for a return to synthesis lest philosophy "analyze itself out of existence."[1] The general systems synthesis which he suggests is a "model of a model." The procedures can be controlled and explicit, but the data are theories, that is, first-order models of the experienced world, not the experiences themselves.[2] The basic assumption is that the first-order models refer to some common underlying core termed "reality," and that this core is generally ordered. Laszlo devotes the first half of his treatise on systems philosophy to the investigation of these first-order models, tracing the development of empirical studies in the fields of physics, chemistry, biology, ecology, sociology, and political theory which contribute to the concept of systems with invariant structures and properties. Laszlo's second-order model thus seeks to reconstruct the parameters of order residing in the underlying reality of the universe. In pursuing this objective, however, he places an arbitrary limit between terrestrial order and cosmic order (the microhierarchy and the macrohierarchy, respectively), because "the existing theories and laws of cosmology are too uncertain, as yet, to allow the construction of a

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[1]Laszlo, Introduction to Systems Philosophy, p. 3.

[2]Ibid., p. 19.

general theory of systems carrying any degree of empirical meaning and accuracy."[1]

The first part of the inquiry, therefore, pursues the nature of "natural systems" within the terrestrial atoms-to-ecology sphere. The definition excludes matter-energy aggregations which do not interact. Laszlo refers to such phenomena which share a space-time region but have no "communication" as "heaps." The emergence of systems from heaps is a form of evolution and takes place when the coactions of parts become non-random.

The second part of the inquiry pursues philosophical questions by considering the individual as the "apex of the organismic hierarchy" and as the "lowest unit of the social hierarchy." The characteristics of natural systems are used to help explain how man functions both as an independent system (the individual) and as a part of the larger supra-system (society).[2]

Essential characteristics of natural systems include (1) the systemic state property of wholeness and order (2) system-cybernetics I (self-stabilization) (3) system-cybernetics II (self-organization) (4) holon property. These variables have been discerned in systems on many levels--physical, biological, cognitive, social, etc.

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[1]Ibid., p. 26. [2]Ibid., p. 249.

Laszlo develops his thesis by taking each of these levels in turn and working out the empirical data to demonstrate the validity of his hypothesis.

System invariances. 1. Wholeness--The whole is a constitutive complex in which the lawbound regularities exhibited by interdependent elements determine the functional behavior of the totality.[1]

The mathematical explanation of interrelatedness of parts involves a knowledge of mathematical principles beyond the grasp of the writer and the scope of this paper. The reader may want to refer to Bertalanffy's General Systems Theory for a discussion of dynamical equations or equations of motion. It is important, however, not only to accept the fact that wholeness can be "proved" mathematically, but also to be able to perceive wholeness in the abstract systems which surround us. "Problems must be intuitively 'seen' and recognized before they can be formalized mathematically. Otherwise, mathematical formalism may impede rather than expedite exploration of very 'real' problems."[2]

2. Adaptive Self-stabilization--Cybernetics is a term coined by Wiener and used by Laszlo to describe regulatory processes within the system. Cybernetics I is the

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[1]Ibid., p. 38.

[2]Bertalannfy, Trends in General Systems Theory, p. 34.

label used by Laszlo for the process most directly associated with Wiener, that of self-stabilizing control by means of negative feedback. If a system is governed entirely by fixed forces, the constant constraints of these forces will cause the system to remain in an unchanging steady-state. If, however, there are some unrestrained forces within the system, the interplay between these inside forces and the outside constraints can result in modification within the system. As the modification adapts to the conserved fixed forces, the system returns to its stationary state.[1]

> "Ordered wholes" are always characterized by the presence of fixed forces, excluding the randomness prevailing at the state of thermodynamical equilibrium. Thus ordered wholes, by virtue of their characteristics, are self-stabilizing in, or around, steady states. Given unrestrained forces introducing perturbations which do not exceed their threshold of self-stabilization, they will tend to return to the enduring states prescribed by their constant restraints.[2]

The principle expounded in the above statement was advanced in 1888 in regard to closed systems in chemical equilibrium. It was later adapted to open systems and to nonequilibrium dynamics. In various forms it appears in biology, sociology, economics, and political theory.

3. Adaptive Self-organization--Laszlo adds Cybernetics II, adaptive self-organization, as an explanation of

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[1]Laszlo, Introduction to Systems Philosophy, p. 39.

[2]Ibid., p. 40.

changed parameters within a system. Ashby's "principles of self-organization" state that natural systems, in general, go to ordered states. Since most of natural system's states are unstable, there are more unstable states than stable ones. Therefore, the system essentially selects a particular steady-state.[1] Laszlo points out that this steady-state thus selected does not have the same parameters as the previous steady-state of the system, but is a new development more resistant to the perturbation in the environment which brought about the change.[2] Others have shown that a system will become more complex in response to inputs from the environment.[3] The evolution of a system, therefore, is in the direction of greater complexity. "The evolution of any arbitrary complex system is always in the direction of merging some characteristics, differentiating others, and developing partially autonomous subsystems in a hierarchical sequence."[4] The principle of self-organization can be stated in the formula: external forcings → internal constraints = adaptive self organization.[5]

The fact that systems become more complex as they adapt to the environment does not mean they become more

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[1]Ibid., p. 42. [2]Ibid. [3]Ibid., p. 43.
[4]Ibid. [5]Ibid.

stable, however; in fact, the reverse is true.

> . . . adaptation is not synonymous with structural stability. An adapted system is optimally resistant to the kind of forcings which elicited the process of self-organization; it is not thereby more resistant to <u>all</u> factors in its general environment. In fact, normally, just the opposite is the case: to the extent that adaptive self-organization occurs by means of a complexification of structure, the system becomes thermodynamically more "improbable" and hence structurally unstable and prone to physical disorganization. Its increased adaptive potential derives from its higher functional capacity, afforded by the greater degree of freedom of the higher organizational structure. Hence systems evolve toward increasingly adapted, yet structurally unstable states, balancing their intrinsically unstable complex structure by a wider range of self-stabilizatory functions.[1]

A principle important to philosophic as well as scientific problems is involved in the concept of the reorganization qualities of the system. An oversimplification can be described as follows: The First Law of thermodynamics states that energy is neither created nor destroyed. The Second Law states that as energy moves through a system, some energy is lost. Therefore, every system becomes entropic over time.[2] There are three possibilities, then, for the condition of the system--a state of progressive entropy, a steady-state, and a state of progressive organization. Which of these possibilities exists at a given time is governed by how the "lost" energy is utilized by the

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[1]Ibid. [2]Ibid., p. 44.

open systems--entropy change through input plus entropy change through processes within the system.

> Thus there is nothing supernatural about the process of self-organization to states of higher negative entropy; it is a general property of systems. . .It does not violate the Second Law of thermodynamics since the decrease in entropy within an open system is always offset by the increase of entropy in its surroundings.[1]

Applied to a social organization, entropy is interpreted as a lack of communication (information) and negentropy as the opposite. If communication is zero, the whole is nothing more than the sum of its parts and is therefore not a system. On the other hand, if communication is intensified, the organization exemplifies systemic properties and moves toward optimum levels of performance.

> The immediately pertinent fact here is the tendency in both human and social systems to reach higher levels of cybernetic stability. In man, this involves an evolving nervous system with the higher cognitive centers becoming superimposed upon, and hierarchically integrated with, the pre-existing lower ones. In society, it involves the overall differentiation of the institutional structure, despite the multiple and diverse forms it may take, and notwithstanding cases of regression, and partial and uneven development. Thus we get increasingly organized human subsystems in increasingly organized social suprasystems.[2]

Within the realm of organisms as defined by Laszlo, this principle is observed in the evolution of higher forms

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[1]Ibid., p. 44. [2]Ibid., p. 252.

of life which have adapted to certain conditions in the environment but have become more dependent upon the increased "degrees of freedom" for survival. For instance, man, as the apex of the organismic realm, has used the increased degrees of freedom of choice to devise ways to protect himself from perturbations in the environment. However, he is more prone to physical danger than are lower forms of life when exposed to conditions which demand a search for food, water, or shelter from the elements.

However, within organizations the "threat of physical disorganization" is more properly interpreted as greater vulnerability to such problems as low morale or excessive amounts of bureaucratic detail.

> . . . in all sectors of organization, higher functional capacity, afforded by the more differentiated structure, is paid for in the currency of overall stability: the modern technological bureaucratic society is considerably less stable than the relatively primitive tribal society. In the realm of society, much as in that of biological and physical nature, adaptation is synonymous not with structural but with cybernetic stability: functional efficiency in coping with actual environment disturbances.[1]

4. Holon property--Hierarchical organization in natural systems results when several systems sharing the same environment decide to interact and thus form a supra-system within which each system makes up a part. Simon's hypothesis states that complex systems evolve from simple

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[1]Ibid., p. 109.

systems more rapidly if there are stable forms at the intermediate stage than if there are not.

> The medium of dense populations of natural systems, taking on the characteristics of a system on the next level of the hierarchy, stabilizes itself in the face of varying perturbations and organizes itself when confronted with constant forces in its environment. Thus such systems adapt themselves to their own (more inclusive) milieu. Provided that milieu is likewise populated with other systems of the corresponding level of organization, the suprasystems adapt to one another and jointly constitute systems of the 2nd level order. And so on, in a sequence of adaptive organizational interaction limited only by the number, extension, and density of the systems available for inclusion.[1]

Laszlo hastens to point out that a suprasystem made up of several systems with invariant properties does not represent reductionism. As a matter of fact, it explains the new qualities found at each stage of complexification which results from the interchange introduced by the inclusion of all systems at lower levels. Therefore, there are fewer suprasystems than systems, but they are more complex, i.e., they have a greater number of functional properties.

The subsystem as a holon. The systems-subsystems hierarchy is conceptualized by Koestler as a living tree with multidimensional branching effects. A cross section of a tree would reveal a system within which a number of subsystems reside and they in turn would contain subsystems,

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[1]Ibid., p. 48.

etc. Such a concept is vastly different from the idea of hierarchy symbolized by a ladder or an order of rank on a linear scale and is central to the idea of the holon-property of systems. "Wholes" (that is, entities complete in themselves, needing no further explanation) and "parts" (fragments which are incomplete) do not exist in the absolute sense anywhere, either in the domain of living organisms or in social organizations.[1] Rather, what is found are intermediary structures on an ascending order of complexity, each structure forming a whole on one level and a part on the next higher level. Such an arrangement is reflected in the feudal form of government in which the lord and his manor constitute a self-contained unit on one level and a part of the king's empire on the next. Koestler describes holons as resembling the Greek god Janus, having two faces--one looking to the subsystem, the other to the system.

> The concept of the holon is meant to supply the missing link between atomism and holism, and to supplant the dualistic way of thinking in terms of "parts" and "wholes," which is so deeply engrained in our mental habits, by a multi-level, stratified approach. A hierarchically-organized whole cannot be "reduced" to its elementary parts; but it can be "dissected" into its constituent branches of holons, represented by the nodes of the tree-diagram, while the lines connecting the holons stand for channels of communication, control or transportation, as the case may be.[2]

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[1]Koestler, Beyond Reductionism, p. 197.

[2]Ibid.

The holon constitutes an autonomous assembly with its own set of relationships to its parts at the same time that it constitutes one of several parts of the next higher system. If such an arrangement is not mechanical cogs-and-wheels, what keeps it from falling apart? Von Bertalanffy wrote in 1952 that a biological holon is a self-regulating "open-system" governed by a set of fixed rules which accounts for the holon's coherence, stability, and its specific pattern of structure and function. Koestler calls this property the canon of the holon.[1] It has been described by others as "organizing relations," "laws of organization," and the "system-conditions" in General System Theory. The canon of the holon, then, is the rule for the behavior of the holon, whether it is a biological organism or a social system.

Such a constraint would appear to doom the holon to behavior which has been pre-determined. This is not the case, however. Although the rules of behavior imposed from "outside" places demands on the system, the "immanent observer" from "inside" maintains flexibility and a choice of options in the range of this flexibility. Total freedom (randomness) would result in the disintegration of the system.

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[1]Ibid., p. 205.

Four individuals engaged in a game of bridge observe certain "canons" of the game. Within the constraints of the cards, the bidding, and the rules, however, there are endless possibilities for strategical maneuvers. The player who trumps his partner's ace may be an annoyance, but the game can continue. On the other hand, a player who continually plays the wrong suit will throw the game into chaos because it will be impossible for the other players to plan a strategy based on their knowledge of the cards already played. The random freedom of the player will not be tolerated by the other players. If they cannot correct the behavior of the individual by giving proper instructions, they will probably break up the game.

The attempt to correct the errant player is an example of Laszlo's Cybernetics I--the self-stabilizing controls operating by error-reducing negative feedback to bring the system back to its stationary or steady-state.

We may carry the analogy of the bridge game further. If the efforts of three players to correct the fourth are successful and the game does continue in a steady-state, it is possible that in time the fourth player will become quite skilled in bidding, developing strategy, etc. At this point, the "system" will exhibit signs of Cybernetics II, the control processes which function by means of positive

feedback. Where once the system was becoming entropic, moving toward disorder, it is now becoming negentropic, moving toward more complex organization. Perhaps this foursome will decide to play tournament bridge, a subsystem goal which is different from the club's goal of dinner bridge. The players may be able to pursue their subsystem goal in a way which will not interfere with their contributions to the bridge club. If so, they will be exhibiting the property of the holon. If, however, tournament bridge takes priority over the system goal of noncompetitive dinner bridge, then the group is suboptimizing. The fact that a subsystem is achieving some form of excellence and a good reputation for certain activities does not alter the fact that the subsystem is suboptimizing if the activities do not make some kind of contribution to the system as a whole.

Institutional Goal Measurement

Theories of Goals

This study seeks to further the understanding of institutions of higher education by using systems philosophy as a paradigm by which to analyze the perception of goals in the university. "As a formal analytical point of reference, primacy or orientation to the attainment of a

special goal is used as the defining characteristic of an organization which distinguishes it from other types of social systems."[1] Parsons uses the term organization to refer to "a broad type of collectivity which has assumed a particularly important place in modern industrial societies--the type to which the term 'bureaucracy' is most often applied."[2] Gross and Grambsch contrast "organization" to "community" and point out that while a community may act as a unit in working toward a common goal, communities are not usually evaluated in terms of their success in attaining those goals, while organizations are.[3] In Laszlovian terms, both the community and the organization are systems; therefore, the organization as understood in this study is a special kind of system, since all systems are not organizations.

Gross and Grambsch (1964 and 1971) reject both the collegial and the bureaucratic models as representative of university organization. They recognize a loose structure in that some parts of the university are highly organized

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[1]Talcott Parsons, Structure and Process in Modern Societies (Glencoe, California: The Free Press, 1960), p. 17.

[2]Ibid., p. 16.

[3]Gross and Grambsch, Changes in University Organizations, 1964-1971, p. 8.

and committed to a product, i.e., the professional schools, while other parts are committed to more nebulous tasks, such as helping students become more autonomous.[1] While a wide range of organizational structure does exist within a university setting, these authors concede that university organization is moving in the direction of the bureaucratic model, at least in the sense of greater coordination and that therefore it may be viewed as a complex organization.[2]

Baldridge (1971), on the other hand, uses a political model to describe university organization. Such a model has as its focal point the policy formation process, since major policies "commit the organization to definite goals."[3] He sees the university as a fragmented collection of ad hoc groups with special interest who are continuously in conflict with each other. The business or government organization strives to reach predetermined goals by "efficient" methods; in the university, however, where goals are diffuse, goal-setting replaces efficiency as the paramount activity.[4]

Richman and Farmer (1974) view college and university governance in terms of management and approach the subject

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[1]Ibid., p. 5. [2]Ibid., p. 7.

[3]J. Victor Baldrige, Power and Conflict in the University (New York: John Wiley & Sons, Inc., 1971), p. 21

[4]Ibid., p. 17.

of goals in terms of limited resources, goal priorities, evaluation, etc. Evaluation and resource allocation are not relevant to this particular study, but goal priorities as described by Richman and Farmer support the concept of suboptimization which is basic to this research problem: "Wherever there are two subsystems with potentially competing goals, we encounter the potential for suboptimization. . . Perfect optimization of any subsystem normally means that the system as a whole is performing badly."[1] Subsystem leaders seldom understand this concept because they feel that if they are optimizing, then the whole system must be optimizing. "The problem is more complex in university environments than in most large organizations because of the diffuse goal systems of academic institutions."[2]

The concept of goals is one of the most ambiguous in the literature, and yet it is essential that the ends to which organizational behavior is addressed be defined if the organization is to function optimally.[3] The problem of distinguishing between what is a means and

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[1]Barry M. Richman and Richard N. Farmer, Leadership Goals, and Power in Higher Education (San Francisco: Jossey-Bass Publishers, 1976), p. 194.

[2]Ibid.

[3]Charles Perrow, Organizational Analysis: A Sociological View (Belmont, California: Brooks/Cole Publishing Co., 1970), p. 135.

what is a goal has been a stumbling block in the path of those who would identify and measure specific goals. "It can be argued that, strictly speaking, organizations do not have goals, only individuals do. . .what one observer calls a goal, another may equally well designate as a means towards some higher or more general goal."[1] For instance, increasing the role of faculty in governance may be considered as a means of creating a climate in which the goals of teaching and research may be met, but it is, nevertheless, a goal.[2]

A partial solution to the dilemma of discerning between a means and a goal has been found in the classification of different kinds of goals. Such categories differ somewhat but generally recognize two main subdivisions--output goals and support goals. Various taxonomies appear in the literature:

Parsons (1960) classifies organizations by type of goal. (1) Organizations oriented to economic production, i.e., the business firm. (2) Organizations oriented to political goals, i.e., government agencies, a banking system, etc. (3) Integrative organizations--those concerned with

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[1]Ibid., p. 134.

[2]Gross and Grambsch, Changes in University Organization, 1964-1971, p. 27.

adjustment of conflict and direction of motivation, i.e., the legal profession. (4) Pattern-maintenance organizations--those with primarily "cultural," "educational," and "expressive" functions, i.e., churches and schools.[1]

Gross and Grambsch (1964) designate two major divisions. Output goals are subdivided into (1) Student-Expressive (2) Student Instrumental (3) Research (4) Direct Service. Support Goals include (1) Adaptation (2) Management (3) Motivation (4) Position.[2]

Perrow (1970) lists five categories of goals: (1) Societal goals--deal with large classes of organization that fulfill societal needs (2) Output goals--deal with types of output defined in terms of consumer function (3) System goals--the state or manner of functioning of the organization, independent of the goods or services it produces (4) Product goals--the characteristics of the goods or services produced (5) Derived goals--the uses to which the organization puts the power it generates in pursuit of other goals.[3]

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[1]Parsons, Structure and Process in Modern Societies, p. 45.

[2]Gross and Grambsch, Changes in University Organization, 1964-1971, p. 22.

[3]Perrow, Organizational Analysis, p. 135.

Peterson, et al, developed the Institutional Goals Inventory (IGI) for Educational Testing Services (ETS) over a period from 1969 to 1971 which designates two major areas: outcome goals, which include thirteen subgoals, and process goals, which include seven subgoals. This instrument will be discussed in more detail below.

Other classifications have been made regarding goals. Peterson outlines six ways goals may be put to use on campus: (1) As fundamentals of policy (2) As general decision guides (3) In planning (4) In management information systems (5) In institutional evaluation.[1]

Peterson also gives working definitions for terms which are often confused: (1) Function--considers the university as a system within a larger system whose activities are functionally related, i.e., transmission of the cultural heritage (2) Purposes--refers to the stated conceptions of the mission of systems, groups, or types of colleges, i.e., the liberal arts college, the junior college, etc. (3) Goals--refers to the particular, possibly unique pattern of specified ends, outputs, and priorities established for a single college or university (4) Objective--ends of various

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[1]Richard E. Peterson, Toward Institutional Goal-Consciousness (Bethesda, MD.: ERIC Document Reproduction Service, ED08 0037, 1973) p. 15.

component units, programs, and services, i.e., "program objectives," "course objectives," etc.[1]

There is a large body of literature which has grown out of the systems analysis approach, such as Management by Objective (MBO) and Planning, Programming, and Budgeting Systems (PPBS). MBO is described as a goal-oriented process which involves clarifying goals, developing objectives, planning activities, and devising methods for their evaluation. A basic notion underlying program budgeting is that the organization's budget be directly related to goals and objectives rather than represent a classification of expenditures. Planning is emphasized more than it is in traditional budgetary systems, and systematic analyses are made to find alternative ways to meet objectives.[2]

Although methods of systems analysis will not be included in this review of literature, they are mentioned here because they all emphasize the need for goal clarification. Indeed, if any agreement exists among all organizational theorists, it appears that it is the importance of goal identification.

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[1]Richard E. Peterson, The Crisis of Purpose: Definition and Uses of Institutional Goals (Bethesda, MD.: ERIC Document Reproduction Service, ED042934, 1971), p. 3.

[2]Max D. Richards and Paul S. Greenhaw, Management Decisions and Behavior (Homewood, Ill.: Richard D. Irwin, Inc., 1972), p. 456.

Goal Measurement Research

A survey of the research concerning goals of institutions of higher education reveals that two instruments used for measuring goals dominate the field: Academic Administrators and University Goals and Institutional Goals Inventory (IGI). The first, which is the instrument used in this study, was developed in 1964 by Professors Edward Gross and Paul V. Grambsch to be used in a nation-wide study of universities. The study was repeated in 1971, and the results of the two surveys have been included by the Carnegie Commission in their series of research reports under the title Changes in University Organization, 1964-1971. The second instrument was developed by the researchers at Educational Testing Service (ETS). The IGI and the statistical analysis provided by ETS have been used by numerous institutions. Both questionnaires consist of statements indicating specific goals. Participants are asked to respond by indicating how important they feel a goal is on a specific campus and how important they feel the goal should be. The background of the development of these two instruments and the studies which have utilized them will be discussed below.

The Gross and Grambsch Instrument. The 1971 Gross and Grambsch study was an effort to determine whether or

not the upheaval of the late sixties had significantly altered the organizational structure of the American university since their original study in 1964. They found that although university campuses had been places of turmoil between 1964 and 1971, little had changed as far as goal perceptions and goal preferences were concerned.[1] The authors list three "important and unexpected findings": (1) "Protect academic freedom" was the top-rated goal in both studies. The term was not defined in the questionnaire, so varying interpretations were possible. "Nevertheless, with a preponderance of our respondents indicating that this goal, however defined, is of great importance, it becomes obvious that the various nuances are not creating significant differences."[2] (2) Four out of five top goals were support goals. The authors feel that this suggests that universities are becoming institutionalized.[3] (3) Students were included in only one of the top goals, "Train students for scholarship/research." The lowest ranking goal was "Cultivate student's taste," which in full context speaks of elevating the student's taste, thereby making him/her a more discriminating consumer.

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[1]Gross and Grambsch, Changes in University Organization, p. 57.

[2]Ibid., p. 48. [3]Ibid.

Two goals moved up on the ranking rather dramatically from 1964 to 1971. "Involve faculty in university governance" was perceived as very low in 1964 (ranked 45th) and was rated in mid-range in 1971 (ranked 30th).

Preferred goals, like perceived goals, showed little change in the period from 1964 to 1971. The authors "playfully" use the term "sin of omission" to refer to a situation in which the respondents feel a goal is not receiving the emphasis it deserves and "sin of goal commission" for one in which a goal is receiving greater emphasis than it deserves.[1] Such situations are indicated when a large discrepancy exists between a goal as it is perceived and as it is preferred. However, these differences were reported in rank only and not in mean value; therefore, a preferred goal might have had a smaller mean value than the same goal as perceived by respondents and still have received a higher rank. Generally, preferred goals had higher mean values than perceived goals. "This is not surprising, and in many ways it reflects the vitality of universities as organizations. There is a general belief that we must do more and that, in one manner or another, we should advance on most fronts."[2] Six of the nine greatest

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[1]Ibid., p. 54. [2]Ibid.

"sins of omission," that is, six of the areas in which universities should do better, respondents felt, involved student-oriented goals: developing student character, affecting students permanently with the great ideas of history, turning out well-rounded students, developing students' objectivity, developing students' intellect, and training students for good citizenship.[1]

Overall, the studies revealed that universities are becoming differentiated from one another rather than trying to compete with one another in all programs and all goals. There is also a trend within universities toward congruence between goals and goal preferences.[2] The degree of rank correlation between faculty and administrators was high: In 1971 the correlation between higher administrators (deans and higher) and lower administrators (directors and chairpersons) was .981; higher administrators and faculty, .971; and lower administrators and faculty, .928. "At least faculty and administrators appear to have much more in common than is generally assumed. . . For there may remain differences between faculty and administration which are merely dwarfed by the size of the differences both groups have with outsiders."[3] A full discussion of goal

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[1]Ibid. [2]Ibid., p. 74. [3]Ibid., p. 171.

perception and preferences as they relate to power and type of control is presented in the research report.

The Danforth Foundation conducted a pilot program in 1969 in an effort to assist private liberal arts colleges with limited resources. A total of fourteen colleges from Appalachia and the Great Plains were included in the study which used a modified form of Academic Administrators and University Goals. Purposes of the study were to assist the colleges in understanding their own goals and governance and to determine whether differences existed between universities and private liberal arts colleges in the important areas of goals and governance.[1]

Constituent groups included administrators, faculty, and students. The major findings of the study as stated by the Danforth Foundation were four: (1) In the colleges surveyed there is more emphasis upon teaching and student-oriented activities than that given to research and research-related actvities. (2) There is significant agreement among administrators, faculty and students on most matters relating to college goals and governance. (3) There is a

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[1]"A Report: College Goals and Governance," Danforth News and Notes 5, (November 1969):1-9.

marked difference between the perceived and preferred goals; administrators, faculty and students agree on many points about the direction of preferred changes. (4) Governance revolves around the administration.[1]

The Gross and Grambsch instrument was used in a study conducted by John C. Smart of the Office of Institutional Research, Virginia Polytechnic Institute and State University, in a research project investigating the goal preferences of students, faculty, and administrators in a public, four-year college (1975). A total of 804 completed questionnaires were returned and represented a response rate of 75 percent for students, 60 percent for faculty, and 56 percent for administrators. Questionnaires were sent to all faculty and administrators and to a 10 percent random sample of full-time students.[2]

The results were derived from the use of a factor-analysis of the 47 goal statements. The five factors were described as follows: (1) status, both as it relates to the individual and to the college, (2) faculty welfare, (3) student welfare, (4) intellectual orientation,

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[1]Ibid., p. 2.

[2]John C. Smart, "Institutional Goal and Congruence: A Study of Student, Faculty, and Administrator Preferences," Research in Higher Education 3 (March 1976):285-297.

(5) community orientation. Using these five factors as predictor variables, the author used a step-wise, multiple discriminate analysis to ascertain possible differences among the three groups. The results indicated strong congruence in the preferred institutional goal orientations of faculty and administrators, but not of students.[1] Generally, students were inclined to support those goals that protect the well-being of students and enhance the college's and the student's role and position in society. Faculty and administration tended to support those factors labeled faculty welfare, intellectual orientation, and community orientation.

The author feels that the study might reflect "a more deep-seated value conflict between these groups that could promote disharmony and disruptions within institutions of higher learning," and stresses that higher education may face a serious challenge if student values are ignored.[2]

Institutional Goals Inventory. The IGI grew out of a need for goal definitions to be used mainly as an evaluation tool.[3] In 1969 researchers at ETS received a

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[1]Ibid., p. 294. [2]Ibid., p. 296.

[3]Richard E. Peterson, Toward Institutional Goal Consciousness, p. 17.

grant from the Regional Education Laboratory for the Carolinas and Virginia (RELCV) for a study involving goal structures for five colleges working with them in developing their Administrative-Organization System (AOS) model.[1] Norman Uhl, director, set up two objectives of the project: to test the usefulness of the Delphi technique as a way of obtaining consensus about goals and to learn how diverse constituent groups, on and off campus, perceive the goals of the various colleges.[2] A detailed account of how the Delphi technique was used in conjunction with the first inventory of questions in developing the IGI is included in the notated article.

When Uhl left ETS, Richard E. Peterson took over the task of arranging for a pretest of the revised instrument. The revision resulted in a questionnaire containing 110 goal statements--five for each of the 22 goal categories. A final revision after a 1971-72 norming study contains 90 goal statements with an "is" and "should be" response for each and a section provided for additional goal statements. Thirteen of the twenty areas are outcome goals; seven are process goals.

A research project to determine the goals of the colleges and universities in California was undertaken in

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[1]Ibid. [2]Ibid.

1973 under the direction of Peterson. The project, which provided the opportunity to obtain norming data on the IGI, was financed cooperatively by the California State Legislature and ETS. It was considered a milestone study because it was the first instance of a policy agency attempting a broad analysis of the beliefs of the people for the purpose of incorporating those beliefs into policy, it was the largest in terms of institutions (116) and individual respondents (almost 24,000), and it utilized a standard instrument to measure presently perceived as well as preferred priorities at all the colleges and universities in the state.[1]

Determining the best way to survey off-campus people was difficult as was planning the sampling procedure for campuses which varied so greatly in size. For these and other reasons the researchers ". . . opted for flexibility, 'local autonomy,' and reliance on the good sense and good will of campus officials."[2] Beyond involving all institutions of higher education in California as well as the lay people in the surrounding communities, the study was designed so that

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[1]Richard E. Peterson, Goals for California Higher Education: A Survey of 116 Academic Communities (Berkeley: Educational Listing Services, 1973), p. iv.

[2]Ibid., p. 6.

individual institutions could use the data for a self-study of individual campus goals. Institutions belonged to one of four categories: the University of California Campuses (UC), the California State University and Colleges (CSUC), the Community Colleges (CC), and the member institutions of Independent California Colleges and Universities (PI). The constituent groups included Faculty, Undergraduate Students, Graduate Students (except at the community colleges), Evening Students (community colleges only), Trustees (private and community colleges only), Administrators, and Community People.

The study resulted in a massive amount of data which can be used to make comparisons among various groups and types of institutions. Below are listed the three top-rated perceived goals of each constituent group within each type of institution.[1]

Faculty

UC: (1) Research (2) Advanced Training (3) Freedom

CSUC: (1) Academic Development (2) Accountability/Efficiency (3) Freedom

CC: (1) Vocational Preparation (2) Meeting Local Needs (3) Social Egalitarianism

PI: (1) Academic Development (2) Community (3) Freedom

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[1]Ibid., p. 164.

Undergraduates

UC: (1) Research (2) Advanced Training (3) Academic Development

CSUC: (1) Academic Development (2) Freedom (3) Accountability/Efficiency

PI: (1) Academic Development (2) Community (3) Intellectual Orientation

CC (Day Students): (1) Academic Development (2) Vocational Preparation (3) Freedom

CC (Evening Students): (1) Academic Development (2) Vocational Preparation (3) Community

Graduates

UC: (1) Research (2) Advanced Training (3) Academic Development

CSUC: (1) Academic Development (2) Accountability/Efficiency (3) Advanced Training

PI: (1) Community (2) Freedom (3) Academic Development

Administrators

UC: (1) Research (2) Advanced Training (3) Academic Development

CSUC: (1) Academic Development (2) Freedom (3) Democratic Governance

CC: (1) Vocational Preparation (2) Meeting Local Needs (3) Community

PI: (1) Intellectual Orientation (2) Innovation (3) Community

Presidents, Chancellors

UC: (1) Research (2) Advanced Training (3) Freedom

CSUC: (1) Freedom (2) Democratic Governance (3) Community

CC: (1) Vocational Preparation (2) Intellectual/ Aesthetic Environment (3) Meeting Local Needs

PI: (1) Community (2) Academic Development (3) Intellectual Orientation

Governing Board Members

UC: (1) Advanced Training (2) Research (3) Community

CSUC: (1) Freedom (2) Academic Orientation (3) Community

CC: (1) Community (2) Vocational Preparation (3) Meeting Local Needs

PI: (1) Community (2) Individual Personal Development (3) Academic Development

Community People

UC: (1) Research (2) Academic Development (3) Advanced Training

CSUC: (1) Academic Development (2) Freedom (3) Community

CC: (1) Academic Development (2) Vocational Preparation (3) Community

PI: (1) Community (2) Academic Development (3) Intellectual/Aesthetic Environment

Rank order correlations of "Should Be" ratings revealed one perfect correlation: community college administrators and presidents. Correlations for community colleges and private institutions tended to be high while those for the University of California and California State University and Colleges segments were lower.[1]

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[1]Ibid., p. 167.

In his summary, the author emphasized the need for diversity among the multi-campus systems as well as commitment to fundamental institutional goals. "The contention is that broad acceptance of the general nature and mission of the institution (including its mission within a system of institutions) makes for internal loyalty, cooperation, morale--and better teaching, learning, and achievement of other campus goals."[1]

How to evaluate goal achievement was the subject of a recent study which used the IGI as a basis for ascertaining the opinions of respondents about goals and about what they would consider the best indication that a particular goal had been accomplished. The study was based on a survey of 1,150 individuals--faculty, administrators, and trustees--at 45 American colleges of six different types: public doctoral-granting institutions, private doctoral-granting institutions, public comprehensive colleges and universities, liberal arts colleges, and two-year colleges and institutions.[2]

Measures of Institutional Goal Achievement (MIGA) was supported by the National Institute for Education (NIE) and

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[1]Ibid., p. 170.

[2]Leonard Romney, Measures of Institutional Goal Achievement (Boulder, Colorado: National Center for Higher Education Management Systems, Inc., 1978), p. 13.

has been published as a research report by the National Center for Higher Education Management Systems (NCHEMS).

The twenty goal areas of the IGI were listed along with several possible indicators of goal accomplishment, and the respondent was asked to rate the degree of appropriateness of each goal area in terms of the extent to which it should be a goal and also to rate the degree of appropriateness for each suggested measure of success.

The results indicate that preferences for goals and measures generally varied across types of institutions rather than across categories of respondents. Several tables are furnished in the report. The main differences are summarized as follows:

> Respondents at two-year institutions ranked Academic Development only ninth, although it was the first concern of respondents at all other types of institutions. The two-year-college respondents similarly gave Intellectual Orientation, Advanced Training, Research, and Intellectual/Aesthetic Environment their lowest ratings, while rating Vocational Preparation, Meeting Local Needs, and Social Egalitarianism higher than any other group of respondents.
>
> Respondents at liberal-arts colleges gave Traditional Religiousness its highest rating and Advanced Training and Research their next-to-lowest ratings.
>
> Respondents at comprehensive universities and colleges, both public and private, rated both Advanced Training and Research somewhat higher than did respondents at two-year and liberal-arts institutions, but well below the ratings given by respondents from doctorate-granting institutions.

> Respondents at public doctorate-granting universities rated Social Egalitarianism as a significantly more appropriate goal area than did their counterparts at private doctorate-granting universities, but there were no other meaningful rating differences between these groups.
>
> The only significant difference in the ratings of respondents at public and private comprehensive institutions involved Meeting Local Needs, which respondents at the public institutions rated higher.[1]

A list published by ETS giving the names of institutions using the IGI indicates many institutions in virtually every state and Canada have conducted such studies. Several Ph.D. dissertations at the Center for Studies in Higher Education at the University of Oklahoma (1973) considered institutional goal perceptions as they related to institutional functioning by utilizing the IGI and the Institutional Functioning Inventory, Oklahoma Modification (IFIOM), which was developed by ETS to conform to the twenty goal intention areas of the IGI. In one study, data derived from comparing responses of samples drawn from junior faculty, senior faculty, lower division students, upper division students, and administrators at a four-year college supported the Gross and Grambsch finding that faculty members and administrators view goal intentions similarly.[2] Of twelve

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[1] Ibid., p. 17.

[2] Robert L. Lynn, "An Investigation of Institutional Goal Congruence: Intention and Practice in a Private Four-Year College." (Ph.D. Dissertation, University of Oklahoma, 1973), p. 134.

significant differences on four scales between groups, all involved student differences. The same alignment was found concerning institutional practices: five of the six significant differences found on three practice scales involved student-non-student differences.[1]

In the study which identified faculty by academic discipline, a high degree of congruency was found to exist across all groups between perceived institutional goals and perceived institutional practices. Comparisons among individuals in the 10 academic disciplines revealed significant differences in 8 out of 20 goal areas. However, three groups--Fine and Performing Artists, Social Scientists, and teachers of Business--accounted for all differences which were significant.[2]

A third study compared the institutional goal perceptions of three major groups--faculty, administrators, and students. Faculty and administrators were found to agree on all goals of the institution and on the importance being placed on all the institutional functions, according to the

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[1]Ibid., p. 135.

[2]Maryjo Craig Lockwood, "The Relationship of Discipline Membership to the Faculty's Perception of Goals and Practices of a Large, Multi-Purpose, State University." (Ed.D. Dissertation, University of Oklahoma, 1973), p. 96.

scales of the IGI.[1] Students disagreed with administrators on four of the twenty goal areas and with faculty on two goal areas.[2]

The studies cited here show a great deal of unanimity among various groups concerning goal perceptions; however, since they do not consider Student Affairs as a group, the question of whether these individuals perceive institutional goals as other groups do is not answered.

Studies Concerning Goal Perceptions of Student Affairs

The ETS list of studies utilizing the IGI indicate sixteen studies were directed by individuals with a title falling in the Student Affairs area--dean of students, director of admissions, etc. This researcher sent a letter to each of the institutions in this group requesting information about their studies. Replies revealed that in some cases the Student Affairs administrator was filling in for another individual and that the studies did not include Student Affairs personnel. However, three studies were

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[1]Leon Dale Kroeker, "The Relationship Between Faculty, Student, and Administrator Perceptions of Goals and Practices of a State Four-Year Institution." (Ed.D. Dissertation, University of Oklahoma, 1973), p. 70.

[2]Ibid.

obtained that did include this group.

At Purdue University (1974) the internal publics were defined as Administration, Faculty, Student Personnel, Undergraduate Students, and Graduate Students. The researcher was looking for differences within groups between perceptions of "actual" goals and "ideal" goals, between groups concerning "actual" goals, and between groups concerning "ideal" goals.[1] Conclusions of the study were as follows: (1) Within groups perceptions of the "ideal" and "actual" goals for Purdue University were significantly different. For all cases, the "should be" mean score was greater than the "is" score. (2) The internal publics of Purdue University differed significantly in their perceptions of "ideal" goals. (Undergraduate Students and Student Personnel viewed Off-Campus Learning to be of significantly more importance than did Faculty or Administrators.) (3) The internal publics of Purdue University differed significantly in their perceptions of the "actual" goals. (Student Personnel perceived Social Egalitarianism to be significantly less important than did Undergraduate or Graduate Students.)

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[1]Robert Stephen Barkhaus, "An Analysis of Institutional Goals Held by Faculty, Administrative Personnel, Student Personnel Practitioners, Undergraduate Students, and Graduate Students." (Ph.D. Dissertation, Purdue University, 1973), p. vii.

(4) Individual Personal Development was ranked as the most important "ideal" goal by Undergraduate Students, second by Student Personnel, and sixth by Faculty. The author states that while this difference is not significant statistically, that it may have practical significance.[1]

A small state university in the Midwest used the IGI to investigate the goal perceptions of Student Affairs personnel and students. Student Affairs personnel were broken into four subgroups: Student Life, Student Services Administration, Counselors, and Residence Hall Directors. The total sample included 155 respondents. The top-rated "is" goal by the total sample was Academic Development, and the top-rated "should be" goal was Individual Personal Development. The latter was also the area of greatest discrepancy between the "is" and "should be" categories. In the statistical report of the study, no indication of significant differences was given. The top ten "should be" goals and the top ten discrepancies between "is" and "should be" statements were noted. In looking at the breakdown of responses on each goal statement, it is possible to see some expected results, i.e., counselors gave high value to all self-development goals. The small samples within the subgroups perhaps make

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[1]Ibid., p. xi.

further statistical appraisal impractical.[1]

A study conducted under the auspices of the Canadian Association of College and University Student Services (CACUSS) in 1976 used the IGI in an effort to determine how Student Services personnel perceive the goals of the institutions in which they work and what they think the goals should be. Thirty-two universities and seven colleges participated, with 593 individuals completing questionnaires. Subgroups designated were Chief Student Services Officers, Counseling Service Staff, Health Service Staff, Student Affairs Staff, and Placement Staff. Almost half the respondents were from the Student Affairs subgroup and one-fourth were from Counseling.

In presenting their results, the researchers chose to consider outcome and process goals separately because they "are considered fundamentally different."[2] In the outcome goal category, "is" means fell in the low or middle range while the "should be" means were substantially higher,

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[1]Institutional Goals Inventory Report (Terre Haute, Indiana, 1973).

[2]S. Piccinan, S. Haider, and R. Duchesne, "University Goals: Perceptions of Canadian University and College Student Services Personnel." (Report presented at the Annual Meeting of the Canadian Association of College and University Student Services, June 1976), p. 25.

although the ranking was not significantly different. The two highest ranked goals across all groups were Intellectual Orientation and Individual Personal Development.

> The overall picture which emerges is that for Student Services personnel there is little need for change in the current emphasis given by our universities to the cognitive goals related to acquisitions and development of knowledge or to traditional religiousness. Student Services personnel would rather see the universities give greatest priority to the development of students as persons and to the development of their attitudes and commitment to learning and intellectual work.[1]

Of the seven process goal areas, Student Services personnel ranked Accountability/Efficiency as the number one perceived goal. Off-Campus Learning, ranked in last place, was perceived as having little importance, and Community ranked number five. In the "should be" category, however, Community moved to the number one position, Off-Campus Learning remained last, but Accountability/Efficiency moved to sixth place.

CACUSS added ten goal statements having to do with a variety of concerns, i.e., professional development, professorial rank and privilege, development of Third World, and bilingualism. Of these, Program Evaluation in Student Services ranked number one in the "should be" category, and Credit for Student Service Programs ranked last.

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[1]Ibid., p. 38.

". . . perhaps one--if not the single most outstanding finding in the study is the communality in views held by Student Services personnel across the country on the goals of higher education as these are presented by the IGI."[1]

The authors reported a plan to pool information from this study on particular institutions with information gathered at those institutions regarding goal perceptions of faculty, administration, and students for comparative purposes.

Conclusion

During the past two decades interest in university and college goals has increased, and the development of two major instruments for measuring goals has generated several studies of varying size and comprehensiveness. Such studies have shown that generally faculty and administration agree in their perceptions of institutional goals. The number of studies concerning the goal perceptions of Student Affairs personnel are few, and those which compare Student Affairs personnel to faculty and administrators are even fewer. A major study in Canada revealed that Student Affairs personnel agreed among themselves concerning goal perception but did not reveal to what extent they agreed with other constituents

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[1]Ibid., p. 55.

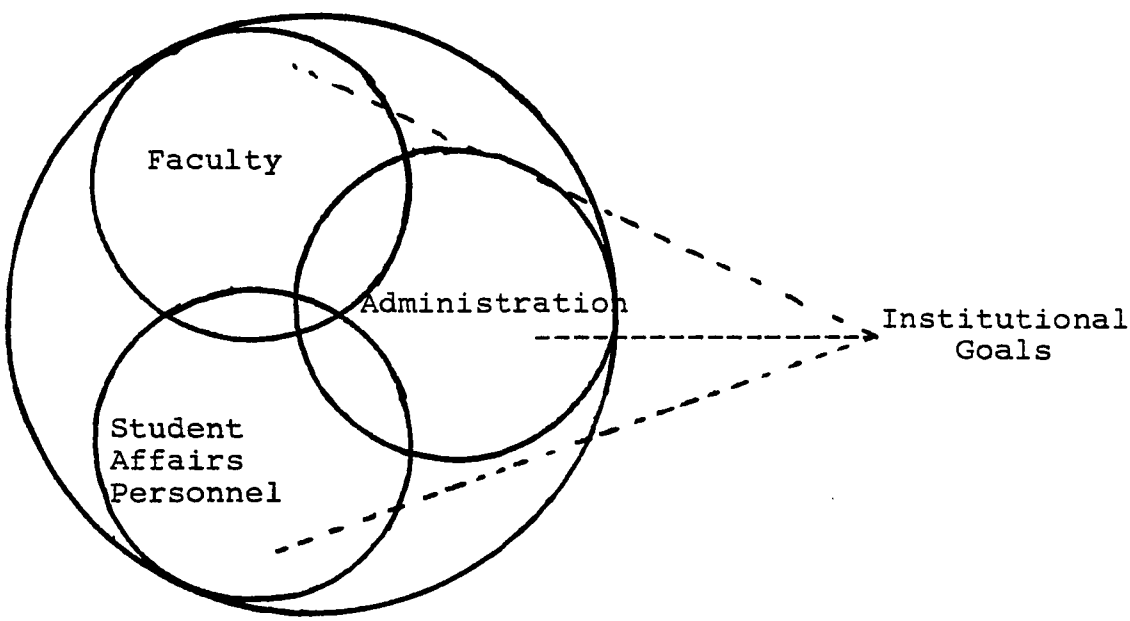
on campus. It is evident that studies are needed which will add insight into the degree of congruence existing among Student Affairs personnel, Faculty, and Administrators in regard to goal perception.

CHAPTER III

METHODOLOGY

This study seeks to determine whether or not the Student Affairs subsystem at a large comprehensive state university is suboptimizing. In this context suboptimization denotes a condition in which a subsystem interprets the goals of the system in a way that is different from the

Diagram 1. System Purposiveness



other subsystems. Since system purposiveness depends upon the interrelationship of all subsystems working toward common goals, one would expect to find a high degree of congruence among the subsystems concerning goal priorities.

The constituent groups in this study are Faculty, Administrators, and Student Affairs personnel. Data regarding the goal perceptions of these three groups were used to investigate the possibility of suboptimization on the part of one subsystem, with Student Affairs personnel being the primary area of interest. There is no direct way to test for suboptimization; however, comparisons which reveal the relative degree of agreement between pairs (i.e., Faculty-Student Affairs, Faculty-Administrators, etc.) and significant differences concerning specific goal statements would indicate the possibility of such a condition. Further light may be shed upon the problem of detecting suboptimization by analyzing the perceptions of Student Affairs personnel regarding their own subsystem goals. Suboptimization "refers to the tendency of the various units in an organization to exaggerate the importance of their own contributions and to begin to think of the whole organization in terms of the goals of the particular unit with which they are associated."[1]

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[1]Gross and Grambsch, Changes in University Organization, 1964-1971, p. 14.

Research Questions and Hypotheses

The main question of the research, then, is "Are Student Affairs personnel at this university suboptimizing?" It was necessary to approach the analysis of the data in two steps in order to investigate the "two faces of suboptimization" described above: (1) Do Student Affairs personnel perceive institutional goals in a way that is different from Faculty and Administrators? (2) Do Student Affairs personnel perceive their own subsystem goals as institutional goals? The comparisons of groups were designed to reveal any statistically significant differences among and between groups and also to determine the degree of congruence existing among and between groups. (See Diagram 2, p. 71.) Although the null hypothesis form was used to establish that the relationship between pairs was significantly different from zero, the research question is focused on the extent of the correlation between any two of the three groups and how this correlation compares among the different pairings.

Hypothesis 1:

It is hypothesized that there will be no significant differences (at the .01 level) among Faculty, Administrators, and Student Affairs personnel when each of the 47 goal statements is considered separately.

$$H_O: \bar{F}_i = \bar{A}_i = \overline{SA}_i \qquad (i = 1\text{-}47)$$

$$H_A: \bar{F}_i \neq \bar{A}_i \neq \overline{SA}_i$$

Hypothesis 2:

It is hypothesized that there is no significant relationship (at the .01 level) between the goal perceptions of Faculty and Student Affairs Personnel.

$$H_O: \rho = 0$$

$$H_A: \rho \neq 0$$

Hypothesis 3:

It is hypothesized that there is no significant relationship (at the .01 level) between the goal perceptions of Administrators and Student Affairs personnel.

$$H_O: \rho = 0$$

$$H_A: \rho \neq 0$$

Hypothesis 4:

It is hypothesized that there is no significant relationship (at the .01 level) between the goal perceptions of Faculty and Administrators.

$$H_O: \rho = 0$$

$$H_A: \rho = 0$$

Hypothesis 5:

It is hypothesized that there will be no significant

differences (at the .01 level) between the institutional goal perceptions of Student Affairs personnel (Sample A) and the subsystem goal perceptions of Student Affairs personnel (Sample B) when each of the 47 goal statements is considered separately.

$$H_O: \overline{SA(A)}_i = \overline{SA(B)}_i \qquad (i = 1\text{-}47)$$

$$H_A: \overline{SA(A)}_i \neq \overline{SA(B)}_i$$

Hypothesis 6:

It is hypothesized that there is no significant relationship (at the .01 level) between the subsystem goal perceptions of Student Affairs personnel and the institutional goal perceptions of Student Affairs personnel.

$$H_O: \rho = 0$$

$$H_O: \rho \neq 0$$

The Instrument

Academic Administrators and University Goals was developed by Gross and Grambsch to be used in a nationwide study of universities as organizations in 1964. The instrument reflects the theory base proposed by the authors regarding goals of institutions:

(1) At least two kinds of goals exist in organizations--output goals, which have to do with a product of some

kind, and support goals, which are concerned with maintenance activities of the institution.

(2) Two kinds of evidence are necessary before one can claim a goal is present--intentions (verbal statements, symbolic acts, etc.) and activities (what institutions are observed doing).[1]

(3) Data on outputs indicate the degree of success in attaining goals, but not the goals themselves. "It may, of course, also provide symbolic data on what the goals might have been. But it is not necessarily reliable, as is evidenced by the importance of by-products in factories."[2]

The instrument, then, was designed for the purpose of acquiring information about intentions and activities of universities. Such measures of activity as time allotted for teaching assignments, time off for research, average outside speeches per month, etc. could have been used but were rejected by the authors because of the difficulty in acquiring such information from several sources in a form consistent enough for analysis and because these measures lacked the detail and subtlety they desired.[3] Since an actual account of day-to-day activities would be time-consuming and expensive, the authors decided upon the method

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[1]Ibid., p. 16. [2]Ibid., p. 17. [3]Ibid., p. 18.

of asking questions which respondents could reply to briefly and in measurable form. They rejected the possibility of asking for free responses because they felt such a procedure would make measurement less accurate and would also result in the statement of "official" goals--those which may "more properly be regarded as legitimations rather than goals."[1]

> We did not ask for opinions--which persons are likely to offer when given the chance to volunteer a "goal." We stated, in effect: "We wish to discover what the goals of your university are. Since we cannot come there and observe activities ourselves, we are asking you to serve as our eyes and ears. We are asking you what you perceive to be the importance of each of the following goals." Hence we sought to catch, in a written statement, both the intentions and activities that are essential to identifying a goal.[2]

Section A of the instrument contains 47 statements, each of which describes a possible goal. The respondent is asked to indicate the degree of importance of each stated goal as he/she preceives it on his/her campus. In addition, the respondent is asked to indicate how important he/she feels the goal "should be." Five responses range from "Of absolutely top importance" to "Of no importance." An optional response, "Don't know or can't say," is included. The "is" and "should be" responses are grouped in pairs for each goal statement for the purpose of helping the respondent to differentiate between actual institutional goals and personal or

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[1]Ibid. [2]Ibid., p. 19.

organizational values. Since this particular study is concerned solely with existing goal perceptions rather than value statements concerning goals, the "should be" responses were not analyzed here, but will provide a basis for further research.

The two major groups of goal statements are further divided into goal categories. Categories designated as output goals are Student-Expressive, Student Instrumental, Research, and Direct Service. Support goals include Adaptation, Management, Motivation, and Position. Gross and Grambsch describe the categories as follows:[1]

> (1) Student-Expressive goals involve the attempt to change the student's identity or character in some fundamental way. (Questions 7, 8, 16, 29, 36)
> (2) Student-Instrumental goals involve equipping the student to do something specific for the society into which he will be entering or to operate in a specific way in that society. (Questions 9, 24, 34, 37)
> (3) Research goals involve the production of new knowledge or the solution of problems. (Questions 25, 39)
> (4) Direct Service goals involve the direct and continuing provision of services to the population outside the university (that is, not faculty, full-time students, or staff). These services are provided because the university, as an organization, is better equipped than any other organization to provide them. (Questions 5, 10, 18, 30, 38)
> (5) Adaptation goals reflect the need for the university as an organization to come to terms with the environment in which it is located: to attract students and staff, to finance the enterprise, to

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[1]Gross and Grambsch, Changes in University Organization, p. 22.

secure needed resources, and to validate the activities of the university with those persons or agencies in a position to affect them. (Questions 1, 11, 19, 26, 31, 35, 40)
(6) Management goals involve decisions on who should run the university, the need to handle conflict, and the establishment of priorities as to which output goals should be given maximum attention. (Questions 2, 3, 12, 20, 21, 27, 33, 41, 42, 43)
(7) Motivation goals seek to ensure a high level of satisfaction on the part of staff and students and emphasize loyalty to the university as a whole. (Questions 4, 6, 13, 14, 28, 44, 46)
(8) Position goals help to maintain the position of the university in terms of the kind of place it is compared with other universities and in the face of trends which could change its position. (Questions 15, 22, 23, 32, 45, 47)

The goals are expressed in question form and placed in random order on the questionnaire. The statements were composed by the authors and their research staff and were based on available literature on universities, interviews with administrators, faculty, and students, as well as their own experience within the university setting. The original list of 70 statements were pre-tested at the University of Minnesota where both authors were on the faculty at that time. The list was modified and reduced to 47 statements as a result. These statements comprise Part I of the questionnaire which is the only section relevant to this study. The other four sections deal with perceptions of power on campus, job satisfaction, and demographic data.

The underlying philosophy in the development of this instrument was that goal perception of the individuals relate directly to institutional purpose. The authors address the problem of suboptimization extensively in their research reports and clearly project a systemic view of how goal perceptions contribute to the purposiveness of the system. For that reason Academic Administrators and University Goals was chosen as the measuring instrument for this study which uses the system model as a paradigm to investigate the possibility of suboptimization on the part of Student Affairs personnel.

Data Collection

The measuring instrument was sent via campus mail to all participants described under Sampling. A pre-addressed campus envelope was included for return mailing. The permission of the director for institutional research was secured for this procedure.

There was no follow-up mailing to the Faculty sample. Since the questionnaire was sent to 100 faculty members, it was felt that a sufficient response rate would be secured without this step. Therefore, Faculty questionnaires had no identification beyond the sample identification "Faculty."

The questionnaires sent to individuals in the Administrator sample and the Student Affairs samples, however, were numbered so that a follow-up contact could be made. As each questionnaire was returned, the respondent's name was marked off a list with corresponding numbers and the number removed from the survey instrument. In that way, an accurate record of respondents was kept and their anonymity assured.

Sampling

The study was limited to the main campus of one large state university.

Student Affairs personnel were defined as all those individuals employed full-time in professional positions included on the organizational chart of the Division of Student Affairs with the exception of those positions in the areas of varsity athletics, fieldhouse management, student publications, the university radio station, and the student health center. These functions were excluded because of the high degree of specialization in each area which would tend to bias the findings of the study in favor of differences. Also, the vice-provost to whom Student Affairs personnel report was included in the Administrator sample. A list of the personnel described

above, furnished by the office of the chief personnel official was used as the total Student Affairs sample (n=47), but the list of names was divided at random into two groups. One group (Sample A, n=24) was asked to respond to institutional goals, the other (Sample B, n=23), to Student Affairs subsystem goals.

The Administrator sample (n=32) included those individuals whose names appear in the university handbook under the headings "Executive Officers," "College Deans," and "Other Administrators" and whose offices are based on the main campus. In addition, the associate deans of each college on the main campus were included.

The Faculty sample consisted of 100 individuals chosen at random from an alphabetized list of names furnished by the office of the Provost. The list included all full-time faculty on the main campus holding the rank of professor, associate professor, assistant professor, or instructor, without regard to college affiliation.

Analysis

The purpose of this research could best be accomplished by comparing the samples for significant differences as well as for significant relationships. Faculty,

Administrators, and Student Affairs (Sample A), represent the three main constituent groups on campus. Student Affairs (Sample A) and Student Affairs (Sample B) represent the two-dimensional view of Student Affairs personnel (see Diagram 2, p. 71). Therefore, comparisons were made between pairs as follows:

Student Affairs (A) : Faculty

Student Affairs (A) : Administrators

Faculty : Administrators

Student Affairs (A) : Student Affairs (B)

The measuring instrument is constructed so that each of the 47 goal statements may be assigned a value for both the "is" and the "should be" responses as follows:

5 Of absolutely top importance

4 Of great importance

3 Of medium importance

2 Of little importance

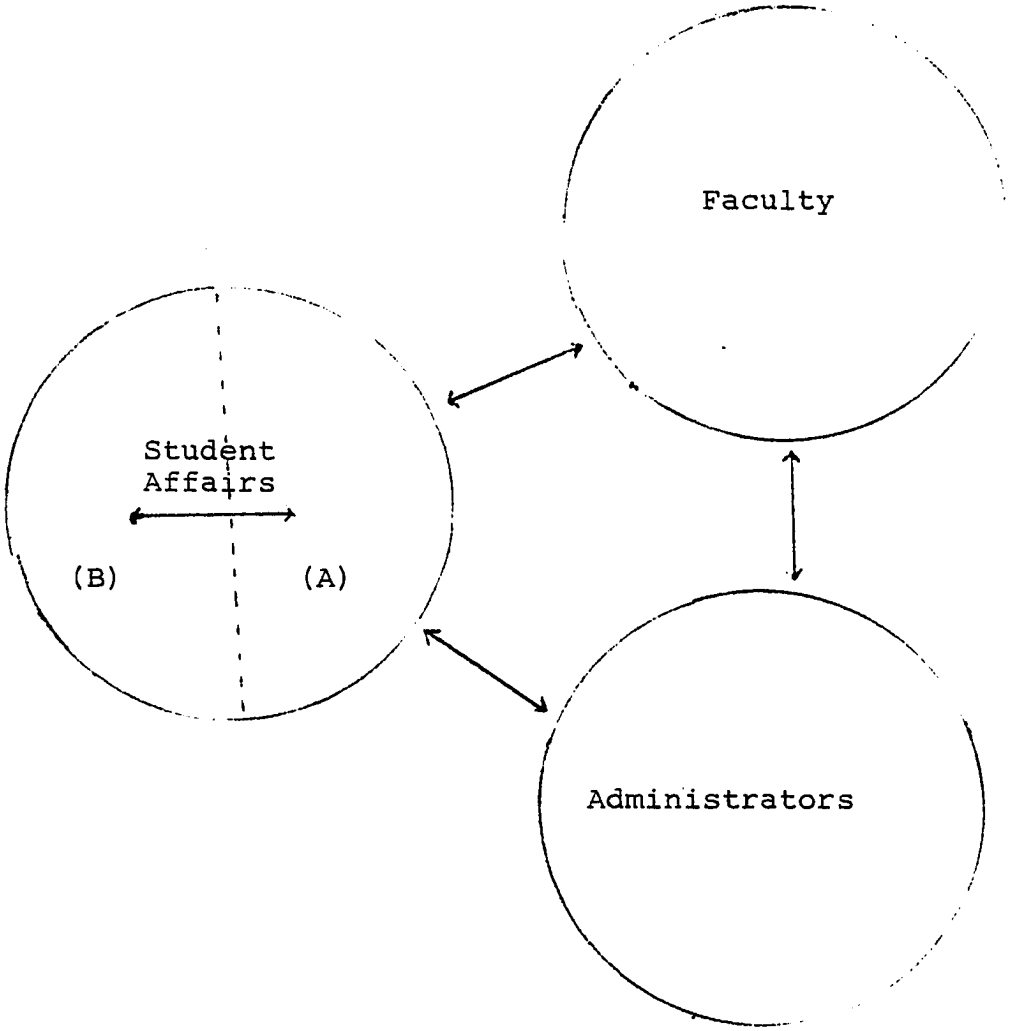
1 Of no importance

The mean value of the "is" responses for each of the 47 goal statements by group was used to test for significant differences among Faculty, Administrator, and Student Affairs personnel (Sample A). The .01 level of significance was chosen as a conservative indicator in the hope of identifying real differences. The instrument

chosen for this study is based on a Likert-type scale, where small differences are apt to appear statistically significant, therefore a significance level below .01 was deemed inappropriate. This technique produced F values which indicated the ratio of variance within each group. Thus a high F score indicated that actual differences in how the three groups perceived the individual goal statements did exist. A further analysis was required to determine the source of the difference between any two of the three groups. A t test was used to determine if significant differences existed between Student Affairs (Sample A) and Student Affairs (Sample B).

The product-moment correlation statistic was used as an indicator of the degree of relationship existing among the four groups which were considered in pairs as noted above and in Diagram 2.

Diagram 2. Comparisons of Groups



CHAPTER IV

RESULTS AND DISCUSSION

The results of the study, which investigated the possibility of suboptimization on the part of Student Affairs personnel at a large state university, are based on the responses of 117 individuals who completed and returned the measuring instrument, Academic Administrators and University Goals.

TABLE 1

SAMPLE RESPONSE RATES

Sample	Questionnaires Sent	Questionnaires Returned	Response Rate
Faculty	100	48	48%
Administrators	32	29	91%
Student Affairs (A)	24	22	92%
Student Affairs (B)	23	18	78%
Total	179	117	65%

Two questionnaires were returned with the sample identification removed and could not be included. The instrument was mailed during the last few weeks of the

academic year which perhaps explains the low response rate for faculty. Personnel changes account for most of the missing responses in the Student Affairs Samples A and B.

A delineation of the difference between Student Affairs Sample A and Student Affairs Sample B is essential to the presentation of the results of the study. The same questionnaire was sent to both groups, but the directions were changed so that those in Sample A were asked to consider the university as a whole in responding to the importance of goals as they perceive them, while those in Sample B were asked to consider the Student Affairs subsystem only in responding to the importance of goals as they perceive them to be for the subsystem. Since the research was designed to measure the system-subsystem perceptions of university goals of Student Affairs personnel, Sample B was used only in comparison with Sample A. In order not to violate the statistical analysis of the University (system) goal perceptions, all analyses among the three main constituent groups included only the Student Affairs Sample A responses.

There were six possible responses to each of the 47 items on the questionnaire. The numerical values assigned to the responses were as follows:

Of absolutely top importance	5
Of great importance	4
Of medium importance	3
Of little importance	2
Of no importance	1
Don't know or can't say	0

The "Don't know or can't say" responses were deleted from the analysis of each item in which they appear.

Results of the Statistical Analysis

The first step in the analysis of the data was the computation of the mean and standard deviation for the total sample and for each of the three groups--Faculty, Administrators, and Student Affairs personnel (A)--for each of the 47 items. These data are presented in Table 2 along with the F Ratio obtained from a one-way analysis of variance among Faculty, Administrators, and Student Affairs personnel using the group means for each item.

Analysis of Differences

Hypothesis 1 stated in null form that there would be no significant difference (at the .01 level) among Faculty, Administrators, and Student Affairs personnel

TABLE 2

MEANS AND STANDARD DEVIATIONS OF GROUP RESPONSES
ON 47 GOAL STATEMENTS

Goal Statements#	Total		Faculty		Administrators		Student Affairs		
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	F Ratio
1. Hold staff in face of inducements	2.6236	.8198	2.5652	.8857	3.0000	.7338	2.2500	.5501	5.54**
2. Let will of faculty prevail	2.6771	.8143	2.5319	.8035	2.9643	.8812	2.6190	.6690	2.63
3. Encourage graduate work	2.9149	.6981	2.8696	.7183	3.0714	.6627	2.8000	.6959	1.07
4. Protect academic freedom	3.5306	.8640	3.3542	.8870	3.9310	.7036	3.3809	.8646	4.78**
5. Provide special adult training	3.1428	.7180	3.1042	.6916	3.3103	.7123	3.0000	.7746	1.28
6. Develop faculty loyalty in institution	2.5050	.7873	2.3542	.8870	2.7931	.6750	2.4545	.5958	2.98
7. Cultivate student's intellect	2.8673	.6832	2.8125	.7043	3.1071	.6289	2.6818	.6463	2.79
8. Develop student's character	2.4000	.7909	2.3778	.7772	2.5172	.7847	2.2857	.8452	0.55
9. Cultivate student's taste	2.4149	.7536	2.4186	.8517	2.5862	.6823	2.1818	.5885	1.83
10. Disseminate new ideas	2.8541	.7811	2.8298	.7610	3.0000	.7698	2.7143	.8452	0.84
11. Educate to utmost high school graduates	2.8298	.7848	2.7447	.8201	2.9231	.7961	2.9048	.7003	0.55
12. Keep harmony	2.6562	.7515	2.6596	.7879	2.7857	.7868	2.4762	.6016	1.02
13. Give faculty maximum opportunity to pursue careers	2.7895	.7704	2.6383	.8950	3.0714	.6042	2.7500	.5501	2.92
14. Develop pride in university	2.7273	.7931	2.6250	.8411	2.8965	.8170	2.7273	.6311	1.06
15. Keep up to date	2.8437	.8745	2.5957	.7706	3.4815	.8490	2.5909	.7341	12.38**
16. Affect student with great ideas	2.6526	.6806	2.6222	.7163	2.8214	.5480	2.5000	.7400	1.47
17. Train student for scholarship/research	3.0521	.7451	2.8333	.6945	3.5555	.6405	2.9048	.7003	10.34**
18. Preserve cultural heritage	2.8646	.7897	2.7021	.7778	3.1724	.6584	2.8000	.8944	3.43*
19. Satisfy area needs	3.0707	.7593	3.1042	.7217	3.2414	.7395	2.7727	.8125	2.55
20. Involve students in university governance	2.8571	.8734	2.7234	.9017	3.1724	.8048	2.7273	.8270	2.78
21. Ensure efficient goal attainment	2.9789	.8503	2.8936	.8656	3.2222	.8473	2.8571	.7928	1.58
22. Maintain top quality in all programs	2.6875	.8374	2.5532	.7463	2.9259	.9971	2.6818	.7799	1.73
23. Preserve institutional character	2.7000	.9050	2.6956	.9631	2.5600	.7681	2.8947	.9366	0.74
24. Prepare students for status/leadership	2.8947	.7783	2.8511	.7512	3.1481	.7698	2.6667	.7958	2.48
25. Carry on pure research	3.0103	.8100	2.9375	.8850	3.2143	.7868	2.9048	.6249	1.27
26. Keep costs down	2.9388	.8946	2.9787	.8467	3.1724	.9285	2.5454	.8579	3.31
27. Reward for contribution to institution	2.7143	.8373	2.6383	.8451	3.1724	.7592	2.2727	.6311	8.82**
28. Protect student's right of action	2.5876	.8750	2.4681	.9290	2.6896	.8064	2.7143	.8452	0.85

TABLE 2 - Continued

29. Produce well rounded student	2.7373	.8401	2.5625	.8969	2.9310	.7036	2.8636	.8336	2.11
30. Assist citizens through extension programs	2.9081	.7876	2.6383	.7350	3.3448	.7209	2.9091	.7502	8.30**
31. Ensure favor of validating bodies	3.3763	.7210	3.1364	.7342	3.7857	.4987	3.3333	.7303	8.06**
32. Maintain balanced quality in all programs	2.6105	.8666	2.3617	.7640	3.3085	.8709	2.6364	.9021	5.62**
33. Run university democratically	2.7273	.9238	2.5208	.8989	3.1034	.9002	2.6818	.8937	3.84*
34. Prepare student for citizenship	2.7553	.7286	2.7391	.8010	2.8518	.6015	2.6667	.7303	0.40
35. Accept good students only	2.2631	.8278	2.1087	.8227	2.2143	.7868	2.6667	.7958	3.52*
36. Develop student's objectivity	2.7187	.7498	2.6522	.7949	2.8571	.7052	2.6818	.7162	0.68
37. Prepare students for useful careers	3.2245	.7670	3.2708	.7363	3.2759	.6490	3.0476	.9735	0.71
38. Provide community cultural leadership	3.4242	.7012	3.2917	.7426	3.6552	.6139	3.4091	.6661	2.51
39. Carry on applied research	3.1855	.7949	3.0851	.9048	3.2857	.7127	3.2727	.6311	0.73
40. Ensure confidence of contributors	3.5567	.6609	3.5106	.6875	3.6552	.6695	3.5238	.6016	0.46
41. Reward for contribution to profession	2.8041	.7588	2.7234	.8263	3.1379	.6394	2.5238	.6016	4.87**
42. Emphasize undergraduate instruction	2.7143	.8600	2.6444	.9331	2.8889	.8006	2.6316	.7609	.079
43. Involve faculty in university governance	2.9175	.8620	2.5957	.7984	3.4828	.7847	2.8571	.7270	11.69**
44. Provide student activities	3.2083	.7666	2.8889	.7454	3.5172	.6877	3.4545	.6710	8.57**
45. Increase or maintain prestige	3.3775	.9140	3.2128	1.0619	3.7241	.7019	3.2727	.7025	3.12*
46. Protect student's right of inquiry	2.9899	.8268	2.8125	.8668	3.4138	.7800	2.8182	.5885	5.93**
47. Maintain top quality in important programs	3.3473	.8091	3.2174	.8923	3.4286	.7418	3.5238	.6796	1.24

Shortened version of goal statements appearing on questionnaire

* Significant at the .05 level

**Significant at the .01 level

when each of the 47 goal statements was considered separately. The hypothesis was rejected on the basis of significant differences (at the .01 level) among the groups on 12 items: "Hold staff in face of inducements," "Protect academic freedom," "Keep up to date," "Train students for scholarship/research," "Reward for contribution to institution," "Assist citizens through extension programs," "Ensure favor of validating bodies," "Maintain balanced quality in all programs," "Involve faculty in university governance," "Provide student activities," "Protect student's right of inquiry," and "Reward for contribution to profession."

The Scheffe analysis was used as a post hoc test to identify pairs of groups which were significantly different from each other. In considering the Faculty-Student Affairs pairing, a significant difference (at the .01 level) was found on only one item--"Provide student activities." Administrators and Student Affairs personnel indicated a high degree of compatability on this statement. All significant differences involving Administrators were the result of the higher scores of the Administrators on those items. An F-value falling in the significant range was found for both Faculty and Student Affairs personnel in relation to

Administrators on two items: "Keep up to date" and "Train students for scholarship/research." In addition, Student Affairs personnel differed significantly from Administrators on "Hold staff in face of inducements," "Reward for contribution to institution," and "Reward for contribution to profession"; Faculty differed significantly from Administrators on "Protect academic freedom," "Assist citizens through extension programs," "Ensure favor of validating bodies," "Maintain balanced quality in all programs," "Involve faculty in university governance," "Provide student activities," and "Protect student's right of inquiry."

To gain further insight into the extent of specific differences, the 47 variables were combined to form eight variables representing the types of goals designated by Gross and Grambsch (see page 64).

In calculating the means for each category, the deletion of "Don't know or can't say" items was controlled for by including only cases in which more than half the questions in a specific category were answered. The results are presented in Table 3.

Significant differences are reflected in four of the eight categories: Direct Service (output goals), Management (support goals), and Position (support goals).

TABLE 3

MEANS AND STANDARD DEVIATIONS OF GROUP RESPONSES BY GOAL CATEGORY

Goal Category[1]	Total		Faculty		Administrators		Student Affairs		
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	F Ratio
Student Expressive	2.737	0.517	2.646	.564	2.856	.670	2.654	.564	3.75
Student Instrumental	2.824	0.509	2.710	.791	2.960	.430	2.636	.791	2.59
Research	3.099	0.706	2.948	.924	3.138	.885	2.955	.924	1.00
Direct Service	3.041	0.483	2.917	.505	3.297	.419	2.972	.505	6.43**
Adaptation	2.953	0.414	2.876	.475	3.140	.326	2.871	.476	4.48
Management	2.794	0.459	2.675	.478	3.104	.420	2.646	.478	11.18**
Motivation	2.902	0.499	2.731	.558	3.188	.374	2.897	.558	8.70**
Position	2.932	0.529	2.765	.545	3.104	.754	2.936	.545	7.14**

**Significant at .01 level

[1]Goal Categories are explained on page

The Scheffe analysis was again used as a post hoc test to determine the source of differences. No differences were found in the Faculty:Student Affairs pairings; Student Affairs differed significantly from Administrators in the Management category; and Faculty differed significantly from Administrators in the Direct Service, Management, Motivation, and Position categories.

Analysis of Agreement Among Groups

In testing Hypotheses 2, 3, and 4, we move away from an attempt to identify significant differences to an attempt to ascertain the degree of congruence existing among the groups in regard to institutional goal perceptions.

Hypothesis 2 stated that there is no significant relationship between the goal perceptions of Faculty and Student Affairs personnel.

Hypothesis 3 stated that there is no significant relationship between the goal perceptions of Administrators and Student Affairs personnel.

Hypothesis 4 stated that there is no significant relationship between the goal perceptions of Faculty and Administrators.

A Statistical Analysis System (SAS) computer package was used to determine the correlation coefficient between the pairs of groups. The Pearson r statistic was used in this computation, utilizing the mean values in Table 2. The correlation matrix reflected the following:

Student Affairs : Faculty	0.769
Student Affairs : Administrators	0.696
Faculty : Administrators	0.770

All coefficients were significant at the .01 level; therefore, Hypotheses 2, 3, and 4 were rejected, which was the expected result. Of interest, however, was the comparative degree of congruence among the three groups. Student Affairs personnel, in this analysis, showed a higher correlation with Faculty than with Administrators.

Comparisons by Rank

Other studies of goal perceptions (Gross and Grambsch, 1964 and 1971; Peterson, 1973) reflect a high degree of congruence between Faculty and Administrators. Gross and Grambsch considered this a somewhat surprising finding, in view of the traditional antagonism always assumed to exist between the two groups. They relate this finding to an "insider-outsider" syndrome, with legislators, private

donors, etc., constituting the "outsiders."[1] However, others have pointed out that the academic administrator tends to identify himself with professional faculty and to consider his administrator role as a temporary one.[2] In this study, all groups are "insiders," and while significant differences were found between Faculty and Administrators, the degree of relationship is high. This result would tend to emphasize the importance of the close relationship found to exist between Faculty and Student Affairs personnel as well as that between Administrators and Student Affairs personnel.

Table 2 reveals that the Administrator group gave higher ratings to virtually all of the 47 goal statements than the other two groups. Peterson (1973) noted that campus chief executives tended to record substantially higher "Is" scores on the IGI than the other constituencies, a pattern he attributed to "a perfectly natural combination of pride and desire to place the best (most ideal) possible interpretation on the current situation on campus."[3]

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[1]Ibid., p. 171.

[2]Richman and Farmer, Leadership, Goals, and Power in Higher Education, p. 110.

[3]Peterson, Goals for California Higher Education, p. 139.

Such a pattern is reminiscent of the "Freshman Myth" phenomenon found by Stern (1966) in his study of perceptions of college environments. He found that in all types of institutions of higher education freshmen and administrators rated the environment more favorably than upperclassmen and faculty. After a period of time the freshmen, apparently becoming more realistic, recorded scores which more nearly agreed with the older students and faculty. Administrators, however, tended to persist in their high ratings, apparently perpetual believers of the "Freshman Myth."[1]

Because of the consistently higher scores of the Administrator group, it appears that a comparison of the rank order of the variables based on the mean value would be helpful in analyzing the degree of relationship among groups.

A comparison of how each group ranked the goal statements is presented in Table 4 (mean values have been rounded off to two decimal places). Student Affairs personnel and Faculty perceive "Ensuring confidence of contributors" as the number one goal of the university and

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[1]George Stern, "Myth and Reality in the American College," AAUP Bulletin 52 (Winter 1966):410.

TABLE 4

GOAL STATEMENT RESPONSES BY RANK, ALL GROUPS

No.**	Goal Statement	TOTAL N=99		FACULTY n=48		STUDENT AFF. n=22		ADMIN. n=29	
		Mean	Rk.*	Mean	Rk.*	Mean	Rk.*	Mean	Rk.*
40.	Ensure confidence of contributors	3.56	1	3.51	1	3.52	1	3.66	4.5
4.	Protect academic freedom	3.53	2	3.35	2	3.38	5	3.93	1
38.	Provide community cultural leadership	3.42	3	3.29	3	3.41	4	3.66	4.5
45.	Increase or maintain prestige	3.38	4	3.21	6	3.27	7.5	3.72	3
31.	Ensure favor of validating bodies	3.38	5	3.17	7	3.33	6	3.79	2
47.	Maintain top quality in important programs	3.35	6	3.22	5	3.52	2	3.43	10
37.	Prepare student for successful career	3.22	7	3.27	4	3.05	9	3.28	15
44.	Provide student activities	3.21	8	2.89	14	3.45	3	3.52	7
39.	Carry on applied research	3.19	9	3.09	10	3.27	7.5	3.29	14
5.	Provide special adult training	3.14	10	3.10	8.5	3.00	10	3.31	13
25.	Carry on pure research	3.01	11	2.94	12	2.90	13	3.21	18
19.	Satisfy area needs	3.07	12	3.10	8.5	2.77	22	3.24	16
17.	Train students for scholarship	3.05	13	2.83	17	2.90	13	3.56	6
46.	Protect student's right of inquiry	2.99	14	2.81	19.5	2.82	19	3.41	11
21.	Ensure efficient goal attainment	2.98	15	2.89	13	2.86	17.5	3.22	17
26.	Keep costs down	2.94	16	2.99	11	2.55	39	3.17	20.5
43.	Involve faculty in university governance	2.92	17	2.60	35.5	2.86	17.5	3.48	8
3.	Encourage graduate work	2.91	18	2.87	15	2.80	20.5	3.07	27.5
30.	Assist citizens through extension programs	2.91	19	2.64	31.5	2.91	11	3.34	12
24.	Prepare students for status/leadership	2.89	20	2.85	16	2.67	33	3.15	23
7.	Cultivate student's intellect	2.87	21	2.81	19.5	2.68	29.5	3.11	25
18.	Preserve cultural heritage	2.86	22	2.70	25	2.80	20.5	3.17	20.5
20.	Involve students in university governance	2.86	23	2.72	23.5	2.73	24.5	3.17	20.5
10.	Disseminate new ideas	2.85	24	2.83	18	2.71	26.5	3.00	30.5
15.	Keep up to date	2.84	25	2.60	35.5	2.59	38	3.48	9

TABLE 4 - Continued

No.**	Goal Statement	TOTAL N=99		FACULTY n=48		STUDENT AFF. n=22		ADMIN. n=20	
		Mean	Rk.*	Mean	Rk.*	Mean	Rk.*	Mean	Rk.*
11.	Educate to utmost high school grads	2.83	26	2.74	21	2.90	13	2.92	35
41.	Reward for contribution to profession	2.80	27	2.72	23.5	2.52	40	3.14	24
13.	Give faculty maximum opportunity to pursue careers	2.79	28	2.64	31.5	2.75	23	3.07	27.5
34.	Prepare students for citizenship	2.76	29	2.74	22	2.67	33	2.85	39
29.	Produce well-rounded student	2.74	30	2.56	38	2.86	16	2.93	33
33.	Run university democratically	2.73	31.5	2.52	41	2.68	29.5	3.10	26
14.	Develop pride in university	2.73	31.5	2.63	31.5	2.73	24.5	2.90	36
36.	Develop student's objectivity	2.72	33	2.65	28	2.68	29.5	2.86	38
27.	Reward for contribution to institution	2.71	34.5	2.64	31.5	2.27	45	3.17	20.5
42.	Emphasize undergraduate instruction	2.71	34.5	2.64	29	2.63	36	2.89	37
23.	Preserve institutional character	2.70	36	2.70	26	2.89	15	2.56	45
22.	Maintain top quality in all programs	2.69	37	2.56	39	2.68	29.5	2.93	34
2.	Let will of faculty prevail	2.68	38	2.53	40	2.62	37	3.96	32
12.	Keep harmony	2.67	39	2.66	27	2.48	42	2.79	42
16.	Affect student with great ideas	2.65	40	2.62	34	2.50	41	2.82	40
1.	Hold staff in face of inducements	2.62	41	2.57	37	2.25	46	3.00	30.5
32.	Maintain balanced quality in all programs	2.61	42	2.36	45	2.64	35	3.04	29
28.	Protect student's right of action	2.59	43	2.47	42	2.71	26.5	2.69	43
6.	Develop faculty loyalty in institution	2.51	44	2.35	46	2.45	43	2.79	41
9.	Cultivate student's taste	2.41	45	2.42	43	2.18	47	2.59	44
8.	Develop student's character	2.40	46	2.38	44	2.29	44	2.52	46
35.	Accept good students only	2.26	47	2.11	47	2.58	33	2.26	47

* Apparent ties are a result of rounding off decimal places.

** These numbers are provided to enable the reader to check the exact wording of the goal in the questionnaire (See Appendix).

"Protect academic freedom" as the number two priority. Administrators, on the other hand, perceive "Protect academic freedom" as the highest priority and "Ensure favor of validating bodies" as the number two goal. All groups see "Provide community cultural leadership" as an important function of the university as well as "Increase or maintain prestige." Two goals relating to students fall in the top ten goals for the overall sample: "Prepare students for a useful career," which is ranked higher by the faculty (4th) than by Student Affairs personnel (9th) or by Administrators (15th), and "Provide student activities," which is ranked in third place by Student Affairs personnel, in 7th place by Administrators, and 14th place by Faculty.

Faculty and Administrators have a somewhat discrepant perception of the goal "Train students for scholarship." Administrators rank this goal as 6th and Faculty as 17th. Student Affairs personnel fall between them, giving this goal a 12th place ranking. "Involve faculty in university governance" and "Keep up to date" tied for 35th place by Faculty and were ranked 8th and 9th respectively by Administrators. Student Affairs personnel took a mid-point position between these groups on governance (17th),

but they ranked "Keep up to date" below the Faculty position (38th).

Indications that Student Affairs personnel feel they are not appreciated on a professional level by the university are reflected in the low rankings of "Reward for contribution to profession" (40th) and "Reward for contribution to institution" (45th).

Faculty and Administrators agree on the goal ranked in last place--"Accept good students only"--while Student Affairs personnel put this in 26th place. Goals ranked in the top five positions and the bottom five positions by each group are shown in Table 5.

The means of the goal categories are placed in rank order in Table 6. Although there is no agreement across all groups on the priority status of any particular category, it is apparent that the areas of Research and Direct Service (output goals) are perceived as having high priority at this university. The categories ranked in the bottom three positions by all groups are Student Instrumental (output goals), Student Expressive (output goals), and Management (support goals).

TABLE 5

GOALS RANKED IN TOP FIVE AND BOTTOM FIVE POSITIONS BY GROUP

Faculty	Student Affairs	Administrators
1. Ensure confidence of contributors	1. Ensure confidence of contributors	1. Protect academic freedom
2. Protect academic freedom	2. Maintain top quality in important programs	2. Ensure favor of validating bodies
3. Provide cultural leadership	3. Provide student activities	3. Increase or maintain prestige
4. Prepare student for useful career	4. Provide community cultural leadership	4.* Ensure confidence of contributors
5. Maintain top quality in important programs	5. Protect academic freedom	4.* Provide community cultural leadership
43. Cultivate student's taste	43. Develop faculty loyalty in institution	43. Protect student's right of action
44. Develop student's character	44. Develop student's character	44. Cultivate student's taste
45. Maintain balanced quality in all programs	45. Reward for contribution to institution	45. Preserve institutional character
46. Develop faculty loyalty in institution	46. Hold staff in face of inducements	46. Develop student's character
47. Accept good students only	47. Cultivate student's taste	47. Accept good students only

* Tie

TABLE 6

GOAL STATEMENT CATEGORIES BY RANK, ALL GROUPS

GOAL CATEGORY[1]	TOTAL		FACULTY		STUDENT AFF.		ADMIN.	
	Mean	Rk.	Mean	Rk.	Mean	Rk.	Mean	Rk.
Research	3.099	1	2.948	1	3.138	3	2.955	2
Direct Service	3.041	2	2.917	2	3.297	1	2.972	1
Adaptation	2.953	3	2.876	3	3.140	4	2.871	5
Position	2.932	4	2.765	4	3.104	5	2.936	3
Motivation	2.902	5	2.731	5	3.188	2	2.897	4
Student Instrumental	2.824	6	2.710	6	2.960	7	2.636	8
Management	2.794	7	2.675	7	3.104	6	2.646	7
Student Expressive	2.737	8	2.646	8	2.856	8	2.654	6

[1]Goal categories are described on page 64.
(Apparent ties are the result of rounding off numbers.)

Comparison of System and Subsystem Goals Perceptions

The last part of the analysis was concerned with the degree of association between Student Affairs, Sample A, and Student Affairs, Sample B. To what extent do Student Affairs personnel identify their own subsystem goals as university goals? To get at this problem, the same statistical procedures were used to test Hypotheses 5 and 6 as were used in testing the association among the three constituent groups in regard to university goal perceptions.

Hypothesis 5 stated that there would be no significant differences between the subsystem goal perceptions of Student Affairs personnel and the university goal perceptions of Student Affairs personnel when each of the 47 goal statements was considered separately.

The mean values and standard deviations for each of the goal statements for Sample A and for Sample B are included in Table 7. The t-statistic was used to test for significant differences between the pairs of means. One significant difference was indicated: Sample B rated "Involve students in university governance" significantly higher than Sample A. Therefore, this goal would be

TABLE 7

COMPARISON OF STUDENT AFFAIRS PERCEPTION
OF SUBSYSTEM GOALS AND SYSTEM GOALS

No.	Goal Statement	(Subsystem goals) Sample B Ct.+	Rk.	Mean	S.D.	(System Goals) Sample A Rk.	Mean	S.D.	t value
40.	Ensure confidence of contributors	A	1	3.6667	.6172	1	3.5238	.6016	-0.69
31.	Ensure favor of validating bodies	A	2	3.4286	.7559	6	3.3333	.7303	-0.37
20.	Involve students in university governance	MA	3	3.3889	.7775	24.5	2.7273	.8270	-2.59*
47.	Maintain top quality in important programs	P	4	3.3333	.8165	2	3.5238	.6796	0.76
38.	Provide community cultural leadership	S	5	3.3125	.7042	4	3.4091	.6661	0.43
44.	Provide student activities	MO	6	3.2667	.7037	3	3.4545	.6710	0.82
45.	Increase or maintain prestige	P	7	3.2000	.6761	7.5	3.2727	.6311	0.31
4.	Protect academic freedom	MO	8	3.1875	.7500	5	3.3809	.8646	0.71
21.	Ensure efficient goal attainment	MA	9	3.1765	.8090	17.5	2.8571	.7928	-1.22
22.	Maintain top quality in all programs	P	10	3.1667	.8575	29.5	2.6818	.7799	-1.87
5.	Provide special adult training	S	11	3.1111	.6764	10	3.0000	.7746	-0.47
39.	Carry on applied research	R	12	3.1429	.6630	7.5	3.2727	.6311	0.59
26.	Keep costs down	A	13	3.0588	.8269	39	2.5454	.8579	-1.88
37.	Prepare students for useful careers	SI	15	3.0000	.5164	9	3.0476	.9735	0.18
46.	Protect student's right of inquiry	MO	15	3.0000	.6547	19	2.8182	.5885	-0.88
19.	Satisfy area needs	A	15	3.0000	.8771	22	2.7727	.8125	-0.79
17.	Train students for scholarship/ research	SE	17	2.9444	.6391	13	2.9048	.7003	-0.18
43.	Involve faculty in university governance	MA	18	2.9333	.7988	17.5	2.8571	.7270	-0.30
42.	Emphasize undergraduate instruction	MA	19	2.9286	.7300	36	2.6316	.7609	-1.13
7.	Cultivate student's intellect	SE	21.5	2.8889	.9003	29.5	2.6818	.6463	-0.85
11.	Educate to utmost high school grads	A	21.5	2.8889	.9003	13	2.9048	.7003	0.06
15.	Keep up to date	P	21.5	2.8889	.9003	38	2.5909	.7341	-1.15
24.	Prepare students for status/ leadership	SI	21.5	2.8889	.8324	33	2.6667	.7958	-0.85

TABLE 7 - Continued

No.	Goal Statement	Ct†	Sample B Rk.	Sample B Mean	Sample B S.D.	Sample A Rk.	Sample A Mean	Sample A S.D.	t value
41.	Reward for contribution to profession	MA	24	2.8667	.7432	40	2.5238	.6016	-1.53
29.	Produce well-rounded student	SE	25	2.8333	.7859	16	2.8636	.8336	0.12
25.	Carry on pure research	R	26.5	2.7647	.8314	13	2.9048	.6249	0.59
30.	Assist citizens through extension programs	S	26.5	2.7647	.7524	11	2.9091	.7502	0.60
2.	Let will of faculty prevail	MA	28	2.7500	.6831	37	2.6190	.6690	-0.58
10.	Disseminate new ideas	S	30	2.7222	.7519	26.5	2.7143	.8452	-0.03
18.	Preserve cultural heritage	S	30	2.7222	.8948	20.5	2.8000	.8944	0.27
34.	Prepare students for citizenship	SI	30	2.7222	.6691	33	2.6667	.7303	-0.25
14.	Develop pride in university	MO	32.5	2.7059	.7717	24.5	2.7273	.6311	0.10
16.	Affect student with great ideas	SE	32.5	2.7059	.8489	41	2.5000	.7400	-0.81
13.	Give faculty maximum opportunity to pursue careers	MO	34.5	2.6875	1.0145	23	2.7500	.5501	0.24
23.	Preserve institutional character	P	34.5	2.6875	1.0782	15	2.8947	.9366	0.61
27.	Reward for contribution to institution	MA	36.5	2.6667	.7670	45	2.2727	.6311	-1.78
36.	Develop student's objectivity	SE	36.5	2.6667	.9759	29.5	2.6818	.7162	0.05
12.	Keep harmony	MA	38.5	2.6471	.8618	42	2.4762	.6016	-0.72
32.	Maintain balanced quality in all programs	P	38.5	2.6471	.7019	35	2.6364	.9021	-0.04
28.	Protect student's right of action	MO	40	2.6111	.5016	26.5	2.7143	.8452	0.45
33.	Run university democratically	MA	41	2.5882	.8703	29.5	2.6818	.8937	0.33
6.	Develop faculty loyalty in institution	MO	42	2.5000	.7071	43	2.4545	.5958	-0.22
3.	Encourage graduate work	MA	43	2.4375	.7274	20.5	2.8000	.6959	1.52
8.	Develop student's character	SE	44	2.4118	.6183	44	2.2857	.8452	-0.51
1.	Hold staffs in face of inducements	A	45	2.3529	.6063	46	2.2500	.5501	-0.54
9.	Cultivate student's taste	SI	46	2.3333	.5941	47	2.1818	.5885	-0.81
35.	Accept good students only	A	47	2.1667	.9235	33	2.6667	.7958	1.82

*Significant at the .01 level

†Ct. refers to category of goals (Adaptation, Management, Position, Service, Student Expressive, and Student Instrumental, Motivation and Research).

considered to have a higher value as a subsystem goal than it is perceived to have as a university goal. Hypothesis 5 was not rejected because one significant difference out of 47 could have occurred by chance. An alpha level of .01 for the 47 items would assume that differences on .47 items could be statistically significant by chance. Since it is impossible to consider half-items, one may assume that one item out of 47 may or may not show statistical significance by chance.

The mean values and standard deviations for each of the eight goal categories for Sample A and B are found in Table 8. No significant differences were found between the two groups when categories of goals were considered.

Hypothesis 6 stated that there is no significant relationship between the subsystem goal perceptions of Student Affairs personnel and the institutional goal perceptions of Student Affairs personnel. A product-moment correlation computation resulted in a coefficient of 0.75937, significant at the .01 level. Therefore, the hypothesis was rejected.

Table 7 also includes the rank order of the 47 goal statements based on the mean value of each derived from Sample A and Sample B. The two groups agree on the

TABLE 8

COMPARISON OF STUDENT AFFAIRS PERCEPTION
OF SUBSYSTEM GOALS AND SYSTEM GOALS
BY CATEGORY

	(Subsystem Goals) Sample B			(System Goals) Sample A		
Goal Category[1]	Rk.	Mean	S.D.	Rk.	Mean	S.D.
Research	1	3.036	.581	3	2.955	.924
Position	2	2.948	.489	5	2.936	.545
Direct Service	3	2.922	.448	1	2.972	.505
Adaptation	4	2.893	.461	4	2.871	.476
Motivation	5	2.843	.490	2	2.646	.478
Management	6	2.843	.434	6	2.897	.558
Student Expressive	7	2.763	.592	8	2.654	.564
Student Instrumental	8	2.722	.471	7	2.636	.791

[1]Goal categories are described on page 64.
(Apparent ties are the result of rounding off numbers.)

top-ranked goal, "Ensure confidence of contributors," as well as a total of seven goals within the ten top-ranked statements.

How goals relating to students are perceived by the two groups is relevant to this study. Goal statements included in the Student Expressive and Student Instrumental categories are cited by Gross and Grambsch as output goals designed to have some effect upon students (see page 64 for further descriptions). Students are also included in some support goal statements. Table 9 includes these statements and compares the ranking of Sample A and Sample B. A lower number indicates higher priority status for a particular goal statement. When Sample B rank is deducted from Sample A rank, a positive sum indicates a greater priority for that goal is perceived for the Student Affairs subsystem than for the university as a whole.

TABLE 9

STUDENT-ORIENTED GOALS AS RANKED BY STUDENT AFFAIRS (SAMPLE A) AND STUDENT AFFAIRS (SAMPLE B)

Goal Statement	Sample A (System View) Rank	Sample B (Subsystem View) Rank	Difference
OUTPUT GOALS			
(Student Expressive Goals)			
Cultivate student's intellect	28	20	8
Produce a well-rounded student	16	25	- 9
Affect student with great ideas	41	32	9
Develop student's objectivity	28	36	- 8
Develop student's character	44	44	0
(Student Instrumental Goals)			
Prepare students for useful careers	9	14	- 5
Prepare students for status/leadership	32	20	12
Train students for scholarship/research	12	17	- 5
Cultivate student's taste	47	46	1
Prepare student for citizenship	32	29	3
SUPPORT GOALS			
Protect student's right of inquiry (Motivational)	32	29	3
Educate to utmost high school graduates (Adaptation)	12	20	- 8
Involve students in university governance (Management)	24	3	21
Provide student activities (Motivational)	3	6	- 3
Accept good student only (Adaptation)	32	47	-15
Protect student's right of action (Motivational)	26	40	-14

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study has been to investigate the possibility of suboptimization on the part of Student Affairs personnel at a large state university. Two kinds of information have been designated as evidence that such a state might exist: a perception of university goals (system purposiveness) which is different from the other professional constituents on campus and a tendency to regard subsystem goals as system goals.

Limitations of the Study

The study involved Faculty, Administrators, and Student Affairs personnel at one large state university. Generalizations cannot be made, then, to other campuses, especially those falling in other categories, such as four-year colleges, community colleges, private, or parochial institutions.

The second limitation concerns the use of the measuring instrument, Academic Administrators and University

Goals. The questionnaire was developed by Gross and Grambsch to be used in measuring university goal perceptions. In this study it was used in this way, but it was also used to determine the subsystem goal perceptions of Student Affairs personnel. Since some of the goals have to do with the maintenance of the system, per se, they could judiciously be applied at the subsystem level as well as the system level.

The last limitation has to do with the treatment of samples. The Faculty sample consisted of a random representation of the total faculty population, while the other samples consisted of virtually all such personnel on campus. The Student Affairs personnel sample was of primary interest to the study. Since a way was needed to test the two-dimensional view of this group, the sample was randomly divided into two groups. Response rates resulted in a smaller number for Sample B (18) than for Sample A (22).

Implications of the Data

The results of the study show that Student Affairs personnel at this university view institutional goals in much the same way that Faculty and Administrators do. One of the most important findings of the study was the extent

of agreement between Faculty and Student Affairs personnel in regard to perception of priorities on campus. The two groups differed significantly on only one of the 47 items on the questionnaire--"Provide student activities." Student Affairs responses differed significantly from Administrators on five items, and Faculty responses differed significantly from Administrators on nine items.

The combined sample of Faculty, Administrators, and Student Affairs personnel ranked "Ensure confidence of contributors" as the number one priority of the university. Also ranked in the top ten goals were "Protect academic freedom," "Provide community cultural leadership," "Increase or maintain prestige," "Ensure favor of validating bodies," "Maintain top quality in all programs," "Prepare student for successful career," "Provide student activities," "Carry on applied research," and "Provide special adult training."

The goals ranked in the bottom ten positions by the total sample included "Maintain top quality in all programs," "Let will of faculty prevail," "Keep harmony," "Affect student with great ideas," "Hold staff in face of inducements," "Maintain balanced quality in all programs," "Protect student's right of action," "Develop faculty loyalty in institution," "Cultivate student's

taste," "Develop student's character," and "Accept good students only."

It should be remembered that only the "Is" portion of the responses on goal statements were used in the study. Therefore, responses should not be interpreted as value statements, but as perceptions of reality. Therefore, when the Faculty ranked "Prepare students for a useful career" as fourth, they were indicating that they see this as one of the top goals of the university, not that they think it should be fourth. In fact, it is easy to imagine that a goal deemed important by one constituency might be ranked lower as a "real" goal by that group simply because they perceive the other constituencies as not giving it as much attention as they should. However, a case can be made at the other end of the spectrum; that is, a goal deemed important by one group might be perceived as important to the university as a whole by that group. For instance, "Provide student activities" was ranked third by Student Affairs Personnel, fourteenth by Faculty, and seventh by Administrators.

This aspect of goal measurement is at the heart of the Gross and Grambsch instrument and is central to the "interrelatedness of parts" in Lazslo's theory of systems. That is, goals exist only when individuals within a system

think they exist, regardless of catalog statements. In spite of the subjectivity of perception, however, the holon-property of systems would tend to move the subsystems in the direction of agreement--if systemic properties were indeed present.

The second kind of evidence of suboptimization--that subsystem goals are perceived as system goals--is not so conclusive. Acknowledging the limitations of the subsystem goal measurement, we shall nonetheless proceed under the assumption that the measurement was valid. The conclusion, then, must be that there is a very close association between system goal perceptions and subsystem goal perceptions among Student Affairs personnel. If the Faculty/Student Affairs personnel agreement on university goals is to be considered high, with only one significant difference found in the 47 items, then the same interpretation must be made for the Sample A/Sample B relationship, which also included one significant difference among 47.

When only items referring directly to students are compared by rank (Table 9), the close association is again apparent. However, it is not in the direction of the can't-see-the-forest-for-the-trees syndrome one might expect in a clear-cut case of suboptimization in which personnel cannot see beyond their own subsystem goals. Indeed, it

appears that the Student Affairs personnel at this university see the forest very well but discern only a few trees.

According to the definition set forth as evidence of suboptimization, the Student Affairs subsystem is not suboptimizing. How then is the close association between the responses of Sample A and Sample B to be explained? Several possibilities suggest themselves:

(1) Gross and Grambsch interpret the high values placed on support goals in their studies as evidence that universities are becoming institutionalized; that is, concern is displayed for goals that support the institution while output goals are taken for granted. Such a situation could exist within the Student Affairs subsystem in this study, especially in a time of retrenchment nationwide.

In a brochure mailed to students giving information about the Division of Student Affairs, services are listed by department: Career Planning and Placement Services, Counseling Center, Financial Aids, Intramural Sports and Recreation, Minority Student Services, Residential Programs, Special Student Services, Student Affairs Research, Student Development Programs, and Student Information and Activities. (Those services deleted from the study as outlined under "Sampling" are also deleted here.) If these subsystems

have become "institutionalized" in the sense that Gross and Grambsch observed in universities, then perhaps services are taken for granted while attention is focused on the maintenance of the subsystem. Two student-oriented goals are included in the top ten subsystem goal perceptions of Sample B: "Involve students in university governance" (a Management category goal) and "Provide student activities" (a Motivational category goal). One output goal, "Provide community cultural leadership," appears in the top ten goals perceived as subsystem priorities; all others are support goals.

(2) The Student Affairs subsystem consists of several parts. Examined on this level, the interrelatedness of these parts would be essential to the existence of "system purposiveness" of Student-Affairs as a system in its own right. It is possible that Student Affairs personnel do not perceive their own subsystem goals because when they try to see beyond their particular tasks, they do not identify with the "halfway station of Student Affairs," but with the institution as a whole.

Fragmentation and specialization have been recognized as detractors from the student development approach

adopted by the field of Student Affairs personnel (Brown, 1972).[1] While the integration of Student Affairs personnel with Faculty and Administrators is an important goal of the student development approach, it is only important as a means of having impact on the student in order to bring about his/her development. It is easy to understand that an isolated "support system" for students might not be aware of Student Affairs as a total function and the possibilities it might have for manipulating the environment of the campus in order to have that impact.

(3) The responses by the total sample reflect a great deal of concern for the image of the university to contributors, validating bodies, and the community at large. Perhaps this concern is so pervasive at this particular time that other goals, representing concerns of long standing, appear less significant by comparison. In fact, the concern expressed across all groups is similar to that found in the Danforth study (1969) which included private liberal arts colleges of limited resources. One wonders if another national study of universities would reflect this same concern. If this study is any indication, the

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[1]Robert D. Brown, Student Development in Tomorrow's Higher Education--A Return to the Academy (Washington D.C.: Student Personnel Services, 1972), p. 37.

energy crisis, inflation, and declining enrollment may bring about greater change in goal perceptions of universities than the student unrest of the sixties.

Need for Further Research

The results of this study indicate the need for further research in at least three areas. First, and perhaps the most urgent, is the need to expand the research begun in this study by using larger samples representing more than one institution. The high degree of relationship among the three constituent groups--Faculty, Administrators, and Student Affairs personnel--concerning perception of institutional goals is an important finding and therefore needs to be verified by further inquiry in order that generalizations can be made to the field of Student Affairs. In addition, the same type of research is needed among the other kinds of institutions which differ in organization from the public university, i.e., the public four-year colleges and junior colleges, the private four-year colleges and junior colleges, and the private universities.

The results of this study also indicate a strong need for research at another level of hierarchical organization--that which would consider Student Affairs as the system and the various functions within Student Affairs

as the subsystems. This study has indicated that Student Affairs personnel have a weak perception of Student Affairs as a system, but more research using other measurements and larger samples is needed before such a conclusion can definitively be drawn.

In addition to expanding this research to include more institutions, the design needs to be expanded to include other variables which would contribute to the knowledge of the field of Student Affairs. An obvious question presents itself in reading the present study: How does the professional training of personnel relate to the perception of system and subsystem goals? Does one kind of curriculum contribute to a "holon-property" concept more than another? Does the number of years spent in college have an influence?

This study has not addressed the question of values, or preferred goals. Such a consideration would be the logical next step in research concerning goals. Since the present study indicates a high degree of congruence on goal perception, it would be of great interest to see the level of agreement among the groups concerning what they think the goals <u>should</u> be. In addition, the degree of congruence existing among Student Affairs personnel in regard to what they believe the goals of the colleges and

universities should be would be valuable. The study accomplished by the Canadian Association of College and University Student Services (CACUSS) revealed a great deal of agreement among its members in this regard. Does this agreement exist among the members of the American College Personnel Association (ACPA)?

The second area of needed research concerns the concept of suboptimization. Such a concept is important to any organization, but the college and university, by their very nature, are vulnerable to such a condition. The inherent competitiveness of the academic disciplines and the concentration of creative individuals caught up in their special areas of interest create a tension within the system which may easily become unbalanced and thus keep the total system from operating optimally. The Student Affairs subsystem has been the area of interest in this study, but the same inquiry could be made of a myriad of other subsystems--the engineering school, the graduate college, varsity athletics, etc.

And finally, research which utilizes systems philosophy as a theory base is needed to test the viability of the systems approach. In other words, if an organization has a strong systemic view, how does it compare to other organizations in its effectiveness, in the morale of its

personnel, in its willingness to adapt to change, etc.? If such research indicates that such a view does indeed have a positive effect, then hopefully ways may be found to develop this view among the individuals engaged in organizations.

Conclusion

It is hoped that this study has made at least a small contribution to an area in which very little research can be found. In a way, the plight of the Student Affairs personnel resembles that of minorities during the pre-Civil Rights era. Black children, especially, were found to exhibit weak concepts of themselves as whole persons, and it was hypothesized that the condition was at least partially caused by the fact that they saw no Black individuals to serve as models in such media as television broadcasting, advertising catalogs, movies, etc. In the same way, Student Affairs personnel may read study after study concerning college organization and not see themselves represented as a part of that organization. If the Student Affairs profession is to develop a strong identity, then it must overcome this difficulty in the same way that minorities have overcome the distorted image of reality portrayed by the media.

Perhaps the most important contribution of this study is the use of systems philosophy as an analytical tool which makes such obvious exclusion of "parts" unreasonable. A whole consists of its parts plus the interrelationships of its parts. The ramifications of this statement to a system as complex as a university are mind-boggling. However, the fact that it would be impossible to anticipate the subtleties of all such relationships should not deter us from attempting to place in perspective those major relationships which are so important to the system. In fact, the urgency of such a task can hardly be overstated. The technology which has helped to create a knowledge explosion can also be utilized to create a synthesis if the need is felt. The most creative way to utilize limited resources can be discerned only by considering the "whole" as opposed to "parts." And perhaps most important, an appreciation of each individual on a college campus may be felt more keenly if that individual is considered a "part" making a contribution to a "whole."

APPENDIX

April 17, 1979

May I enlist your cooperation in a research project which will be the subject of my doctoral dissertation in the area of Higher Education. This study will investigate goal perceptions of the various groups on this campus.

The enclosed questionnaire constitutes the first part of an instrument developed by Edward Gross and Paul V. Grambsch which they used in two nation-wide studies of universities (1969, 1971). This study will differ from theirs in that student affairs personnel will be included as a constituent group.

This project has been approved by Dr. Kenneth Keniston, Interim Vice Provost for Research Administration. The time required for responding to this questionnaire is approximately one hour. You may be assured that all responses will be handled in a confidential manner.

Please return the questionnaire at your earliest convenience in the enclosed envelope. Thank you in advance for your help.

Sincerely,

Lodema Correia
Graduate Student

April 17, 1979

Dear Colleague,

You will find enclosed a request for your participation in a research project being directed by Lodema Correia, doctoral candidate in Higher Education.

As chairman of Ms. Correia's advisory committee, I solicit your cooperation in responding to her request. It is my belief that this is an important study which will make a valuable contribution to the literature of higher education.

Your help will be greatly appreciated.

Sincerely,

Mary Evelyn Dewey, Ph.D.
Professor of Education and
Graduate Liaison Officer
College of Education

June 19, 1979

Recently you received a request to complete a questionnaire concerning university goals at [redacted] to be used in a research project for my doctoral dissertation. The request arrived at a particularly busy time and perhaps explains why I have not received your copy in reply. I am sending another in the hope that you can now take a few minutes to complete it and return it to me in the enclosed envelope.

Your response is very important, and I would like to be able to include it in the statistics. By necessity, July 15 is the cut-off date for data collection.

Thank you again for your help.

Sincerely,

Lodema Correia
Graduate Student

September 26, 1979

Re: IRB-NC Approval of Research

Ms. Lodema Correia
Ph.D. Candidate
College of Education

Dear Ms. Correia:

At its April 13, 1979 meeting, the Institutional Review Board-[illegible] approved the use of human subjects in your dissertation research project contingent upon adequate responses to two questions raised in the review. Following your discussion with Dr. John H. Lancaster, Chair of the IRB-NC, Dr. Lancaster informed me that the issues were resolved and that the project was fully approved as of April 17, 1979.

If you need additional information, please contact me.

Sincerely yours,

Mark Elder
Administrative Officer
Institutional Review Board

ME:em

UNIVERSITY OF MINNESOTA
TWIN CITIES

College of Business Administration and
Graduate School of Business Administration
Business Administration Building
271 19th Avenue S.
Minneapolis, Minnesota 55455

May 8, 1979

Ms. Lodema Correia
Oscar Rose Junior College
6420 Southeast 15th
Midwest City, OK 73110

Dear Ms. Correia:

As I indicated to you over the telephone recently, you have permission to use the questionnaire developed by Dr. Gross and myself providing you send me a copy of your results. We are contemplating a possible national survey once again and it is important that we have the data, the population, and your response rates. In connection with the population it would be helpful if we had a list of the people who received the questionnaire and who responded.

We are pleased that you are interested in our work.

Sincerely,

Paul V. Grambsch
Professor of Management

PVG/mo

cc: Dr. Edward Gross

Academic Administrators and University Goals

Part I

(This instrument is being used by special permission of the authors, Edward Gross, University of Washington, and Paul Grambach, University of Minnesota.)

Sample_____

THE GOALS OF THIS UNIVERSITY

One of the great issues in American education has to do with the proper aims or goals of the university. The question is: What are we trying to accomplish? Are we trying to prepare people for jobs, to broaden them intellectually, or what? Below we have listed a large number of the more commonly claimed aims, intentions or goals of a university. We would like you to react to each of these in two different ways:

(1) How important *is* each aim at this university?

(2) How important *should* the aim be at this university?

		of absolutely top importance	of great importance	of medium importance	of little importance	of no importance	don't know or can't say
EXAMPLE: to serve as substitute parents	is	☐	☐	☒	☐	☐	☐
	should be	☐	☐	☐	☐	☒	☐

A person who had checked the alternatives in the manner shown above would be expressing his perception that the aim, intention or goal, "to serve as substitute parents," *is* of medium importance at his university but that he believes it *should be of no importance* as an aim, intention, or goal of his university.

NOTE: "of absolutely top importance" should only be checked if the aim is *so* important that, if it were to be removed, the university would be shaken to its very roots and its character changed in a fundamental way.

ALL QUESTIONS ARE ABOUT *THIS* UNIVERSITY, that is, THE ONE AT WHICH YOU ARE PRESENTLY EMPLOYED.

THE GOALS OF THIS UNIVERSITY

			of absolutely top importance	of great importance	of medium importance	of little importance	of no importance	don't know or can't say
1.	hold our staff in the face of inducements offered by other universities	is	☐	☐	☐	☐	☐	☐
		should be	☐	☐	☐	☐	☐	☐
2.	make sure that on *all* important issues (not only curriculum), the will of the full-time faculty shall prevail	is	☐	☐	☐	☐	☐	☐
		should be	☐	☐	☐	☐	☐	☐
3.	encourage students to go into graduate work	is	☐	☐	☐	☐	☐	☐
		should be	☐	☐	☐	☐	☐	☐
4.	protect the faculty's right to academic freedom	is	☐	☐	☐	☐	☐	☐
		should be	☐	☐	☐	☐	☐	☐
5.	provide special training for part-time adult students, through extension courses, special short courses, correspondence courses, etc.	is	☐	☐	☐	☐	☐	☐
		should be	☐	☐	☐	☐	☐	☐

GOALS (cont.)		of absolutely top importance	of great importance	of medium importance	of little importance	of no importance	don't know or can't say
6. develop loyalty on the part of the faculty and staff to the university, rather than only to their own jobs or professional concerns	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
7. produce a student who, whatever else may be done to him, has had his intellect cultivated to the maximum	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
8. develop the inner character of students so that they can make sound, correct moral choices	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
9. make a good consumer of the student—a person who is elevated culturally, has good taste, and can make good consumer choices	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
10. serve as a center for the dissemination of new ideas that will change the society, whether those ideas are in science, literature, the arts, or politics	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
11. educate to his utmost capacities every high school graduate who meets basic legal requirements for admission	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
12. keep harmony between departments or divisions of the university when such departments or divisions do not see eye to eye on important matters	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
13. make this a place in which faculty have maximum opportunity to pursue their careers in a manner satisfactory to them by their own criteria	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
14. develop greater pride on the part of faculty, staff and students in their university and the things it stands for	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
15. keep up to date and responsive	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
16. make sure the student is permanently affected (in mind and spirit) by the great ideas of the great minds of history	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
17. train students in methods of scholarship and/or scientific research, and/or creative endeavor	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐

GOALS (cont.)		of absolutely top importance	of great importance	of medium importance	of little importance	of no importance	don't know or can't say
18. serve as a center for the preservation of the cultural heritage	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
19. orient ourselves to the satisfaction of the special needs and problems of the immediate geographical region	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
20. involve students in the government of the university	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
21. make sure the university is run by those selected according to their ability to attain the goals of the university in the most efficient manner possible.	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
22. maintain top quality in all programs we engage in	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
23. keep this place from becoming something different from what it is now; that is, preserve its peculiar emphases and point of view, its "character"	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
24. provide the student with skills, attitudes, contacts, and experiences which maximize the likelihood of his occupying a high status in life and a position of leadership in society	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
25. carry on pure research	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
26. keep costs down as low as possible through more efficient utilization of time, and space, reduction of course duplication, etc.	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
27. make sure that salaries, teaching assignments, perquisites, and privileges always reflect the contribution that the person involved is making to the functioning of this university	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
28. protect and facilitate the students' right to advocate direct action of a political or social kind, and any attempts on their part to organize efforts to attain political or social goals	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
29. produce a well-rounded student, that is one whose physical, social, moral, intellectual and esthetic potentialities have all been cultivated	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐

GOALS (cont.)		of absolutely top importance	of great importance	of medium importance	of little importance	of no importance	don't know or can't say
30. assist citizens directly through extension programs, advice, consultation, and the provision of useful or needed facilities and services other than through teaching	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
31. ensure the favorable appraisal of those who validate the quality of the programs we offer (validating groups include accrediting bodies, professional societies, scholarly peers at other universities, and respected persons in intellectual or artistic circles)	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
32. maintain a balanced level of quality across the whole range of programs we engage in	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
33. make sure the university is run democratically insofar as that is feasible	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
34. produce a student who is able to perform his citizenship responsibilities effectively	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
35. accommodate only students of high potential in terms of the specific strengths and emphases of this university	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
36. assist students to develop objectivity about themselves and their beliefs and hence examine those beliefs critically	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
37. prepare students specifically for useful careers	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
38. provide cultural leadership for the community through university-sponsored programs in the arts, public lectures by distinguished persons, athletic events, and other performances, displays or celebrations which present the best of culture, popular or not	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
39. carry on applied research	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
40. ensure the continued confidence and hence support of those who contribute substantially (other than students and recipients of services) to the finances and other material resource needs of the university	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐

GOALS (cont.)		of absolutely top importance	of great importance	of medium importance	of little importance	of no importance	don't know or can't say
41. make sure that salaries, teaching assignments, perquisites, and privileges always reflect the contribution that the person involved is making to *his own profession or discipline*	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
42. emphasize undergraduate instruction even at the expense of the graduate program	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
43. involve faculty in the government of the university	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
44. provide a full round of student activities	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
45. increase the prestige of the university or, if you believe it is already extremely high, ensure maintenance of that prestige	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
46. protect and facilitate the students' right to inquire into, investigate, and examine critically any idea or program that they might get interested in	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
47. maintain top quality in those programs we feel to be especially important (other programs being, of course, up to acceptable standards)	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐

THE GOALS OF THE UNIVERSITY COMMUNITY

(This instrument comprises Part I of Academic Administrators and University Goals and is being used by special permission of the authors, Edward Gross, University of Washington, and Paul Grambsch, University of Minnesota.)

DIRECTIONS:

One of the great issues in American education has to do with the proper aims or goals. The question is: What are trying to accomplish? Are we trying to prepare people for jobs, to broaden them intellectually, or what? We have listed a large number of the more commonly claimed aims, intentions or goals. We would like you to react to each of these in two differnt ways:

(1) How important <u>is</u> each aim to the University Community?

(2) How important <u>should</u> the aim be to the University Community?

		of absolutely top importance	of great importance	of medium importance	of little importance	of no importance	don't know or can't say
EXAMPLE: to serve as substitute parents	**is**	☐	☐	☒	☐	☐	☐
	should be	☐	☐	☐	☐	☒	☐

A person who had checked the alternatives in the manner shown above would be expressing his/her perception that the aim, intention or goal, "to serve as substitute parents," <u>is</u> of medium importance, but that he/she believes it <u>should be of no importance</u> as an aim, intention, or goal of the University Community.

NOTE: "of absolutely top importance" should only be checked if the aim is <u>so</u> important that, if it were to be removed, the University Community would be shaken to its very roots and its character changed in a fundamental way.

SAMPLE _____

ALL QUESTIONS ARE ABOUT *THIS* UNIVERSITY, that is, THE ONE AT WHICH YOU ARE PRESENTLY EMPLOYED.

GOALS

			of absolutely top importance	of great importance	of medium importance	of little importance	of no importance	don't know or can't say
1.	hold our staff in the face of inducements offered by other universities	is	☐	☐	☐	☐	☐	☐
		should be	☐	☐	☐	☐	☐	☐
2.	make sure that on *all* important issues (not only curriculum), the will of the full-time faculty shall prevail	is	☐	☐	☐	☐	☐	☐
		should be	☐	☐	☐	☐	☐	☐
3.	encourage students to go into graduate work	is	☐	☐	☐	☐	☐	☐
		should be	☐	☐	☐	☐	☐	☐
4.	protect the faculty's right to academic freedom	is	☐	☐	☐	☐	☐	☐
		should be	☐	☐	☐	☐	☐	☐
5.	provide special training for part-time adult students, through extension courses, special short courses, correspondence courses, etc.	is	☐	☐	☐	☐	☐	☐
		should be	☐	☐	☐	☐	☐	☐
6.	develop loyalty on the part of the faculty and staff to the university, rather than only to their own jobs or professional concerns	is	☐	☐	☐	☐	☐	☐
		should be	☐	☐	☐	☐	☐	☐
7.	produce a student who, whatever else may be done to him, has had his intellect cultivated to the maximum	is	☐	☐	☐	☐	☐	☐
		should be	☐	☐	☐	☐	☐	☐
8.	develop the inner character of students so that they can make sound, correct moral choices	is	☐	☐	☐	☐	☐	☐
		should be	☐	☐	☐	☐	☐	☐
9.	make a good consumer of the student—a person who is elevated culturally, has good taste, and can make good consumer choices	is	☐	☐	☐	☐	☐	☐
		should be	☐	☐	☐	☐	☐	☐
10.	serve as a center for the dissemination of new ideas that will change the society, whether those ideas are in science, literature, the arts, or politics	is	☐	☐	☐	☐	☐	☐
		should be	☐	☐	☐	☐	☐	☐
11.	educate to his utmost capacities every high school graduate who meets basic legal requirements for admission	is	☐	☐	☐	☐	☐	☐
		should be	☐	☐	☐	☐	☐	☐
12.	keep harmony between departments or divisions of the university when such departments or divisions do not see eye to eye on important matters	is	☐	☐	☐	☐	☐	☐
		should be	☐	☐	☐	☐	☐	☐

GOALS (cont.)		of absolutely top importance	of great importance	of medium importance	of little importance	of no importance	don't know or can't say
13. make this a place in which faculty have maximum opportunity to pursue their careers in a manner satisfactory to them by their own criteria	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
14. develop greater pride on the part of faculty, staff and students in their university and the things it stands for	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
15. keep up to date and responsive	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
16. make sure the student is permanently affected (in mind and spirit) by the great ideas of the great minds of history	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
17. train students in methods of scholarship and/or scientific research, and/or creative endeavor	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
18. serve as a center for the preservation of the cultural heritage	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
19. orient ourselves to the satisfaction of the special needs and problems of the immediate geographical region	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
20. involve students in the government of the university	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
21. make sure the university is run by those selected according to their ability to attain the goals of the university in the most efficient manner possible.	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
22. maintain top quality in all programs we engage in	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
23. keep this place from becoming something different from what it is now; that is, preserve its peculiar emphases and point of view, its "character"	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
24. provide the student with skills, attitudes, contacts, and experiences which maximize the likelihood of his occupying a high status in life and a position of leadership in society	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐

GOALS (cont.)		of absolutely top importance	of great importance	of medium importance	of little importance	of no importance	don't know or can't say
25. carry on pure research	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
26. keep costs down as low as possible through more efficient utilization of time, and space, reduction of course duplication, etc.	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
27. make sure that salaries, teaching assignments, perquisites, and privileges always reflect the contribution that the person involved is making to the functioning of this university	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
28. protect and facilitate the students' right to advocate direct action of a political or social kind, and any attempts on their part to organize efforts to attain political or social goals	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
29. produce a well-rounded student, that is one whose physical, social, moral, intellectual and esthetic potentialities have all been cultivated	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
30. assist citizens directly through extension programs, advice, consultation, and the provision of useful or needed facilities and services other than through teaching	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
31. ensure the favorable appraisal of those who validate the quality of the programs we offer (validating groups include accrediting bodies, professional societies, scholarly peers at other universities, and respected persons in intellectual or artistic circles)	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
32. maintain a balanced level of quality across the whole range of programs we engage in	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
33. make sure the university is run democratically insofar as that is feasible	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
34. produce a student who is able to perform his citizenship responsibilities effectively	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
35. accommodate only students of high potential in terms of the specific strengths and emphases of this university	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐

GOALS (cont.)		of absolutely top importance	of great importance	of medium importance	of little importance	of no importance	don't know or can't say
36. assist students to develop objectivity about themselves and their beliefs and hence examine those beliefs critically	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
37. prepare students specifically for useful careers	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
38. provide cultural leadership for the community through university-sponsored programs in the arts, public lectures by distinguished persons, athletic events, and other performances, displays or celebrations which present the best of culture, popular or not	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
39. carry on applied research	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
40. ensure the continued confidence and hence support of those who contribute substantially (other than students and recipients of services) to the finances and other material resource needs of the university	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
41. make sure that salaries, teaching assignments, perquisites, and privileges always reflect the contribution that the person involved is making to *his own profession or discipline*	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
42. emphasize undergraduate instruction even at the expense of the graduate program	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
43. involve faculty in the government of the university	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
44. provide a full round of student activities	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
45. increase the prestige of the university or, if you believe it is already extremely high, ensure maintenance of that prestige	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
46. protect and facilitate the students' right to inquire into, investigate, and examine critically any idea or program that they might get interested in	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
47. maintain top quality in those programs we feel to be especially important (other programs being, of course, up to acceptable standards)	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐

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